Before I Begin Today

Are leaders born or made?

• The real question should be: “Can you learn to lead?”

• The Answer: “Yes, Leaders can be Developed.”

• At the end of the third session today, I will tie the 3 presentations together and tell a few things worth remembering.

• Now on to Communication and Leadership.
“If you can’t communicate, don’t try to lead.”
My article, “That’s What I Said but Not What I Meant: Leaders and Communication” focused on five things

- Listen Effectively
- Engage in Two-way Feedback
- Think Before You Speak or Act
- Be Dual-Focused—Mission and People
- Build Community

These five things are important, but I chose a different approach for today’s presentation
Overview

Leadership
- Attributes of Leadership
- Styles of Leadership

Communication
- Model *(way of looking at communication)*
- Skills
  - Reading
  - Listening
  - Writing
  - Speaking
  - Nonverbal
“If you can’t communicate, don’t try to lead.”

First: What do I mean by two words?

“Communication” and “Leadership”
Communication

Effective Sharing of Meaning

Leadership

Leading to Serve Others and the Organization

i.e., Servant Leadership
Attributes of Leaders

- Character—who you are
- Competence—what you can do
- Confidence—belief in yourself and your ability to lead others
Character

List of some qualities

- Inspiring—causing others to do their best
- Courageous—perseveres to accomplish a goal
- Honesty—displays sincerity, integrity, candor
- Fair-minded—sensitive to well-being of others
- Forward Looking—has a vision for the future

How would you rank these? 1 is top; 5 is last
Character

Order listed by over 1000 people

1. Honesty
2. Forward-looking
3. Inspiring
4. Fair-minded
5. Courageous
Competency

*OPM’s Five Competencies*

- Lead change
- Lead people
- Business acumen
- Results driven
- Communicate/Build Coalitions
Confidence

• Exhibit Character
• Demonstrate Competence
• Think Strategically
  – Have the big picture
  – Have a plan
  – Set solid priorities
• Handle Adversity
• Look, Act & Feel Confident
Styles of Leadership

- Authoritarian —Tell what to do and how to
- Participative —Invite input and help decide
- Delegative —Delegate tasks to others
Authoritarian
Appropriate when:

- Time is short
- Followers lack knowledge or experience
- Leaders need things done a certain way
- Others respect the leader’s authority
Participative

Appropriate when

- Leader trusts the followers
- Followers have needed knowledge
- Need teamwork and sound decisions
- Leader will remain responsible
Delegative

Appropriate when

- Leader must assign some responsibilities
- Delegates expected to make decisions
- Leader trusts and knows competencies
- Leader remains responsible
Important Points

Effective Leaders must use all styles

Servant leaders must use all styles

Leaders must focus on task & people — processes and people or mission and people —

more about this in next presentation
Earlier I said

“If you can’t communicate, don’t try to lead.”

Let’s look at 3 models of Communication
Communication As Self-Action

Communicator → Message → Receiver

Message-Centered
Communication As Interaction

Message-Centered

Communicator -> Message -> Receiver

Feedback

Message-Centered
Communication As Transaction

Communicator → Message → Other Factors → Feedback → Receiver

Meaning-Centered
Communication Skills

1. Reading
2. Listening
3. Writing
4. Speaking
5. Non Verbal
1. Reading Effectively

Skimming—to get the gist
Scanning—to find something
Studying—to understand

*Leaders must be readers*
To Become a Better Reader

• Read a variety of materials—some challenging
• Build your vocabulary
• Use contextual cues
• Learn affixes—prefixes, like “ante,” or “poly”
• Learn suffixes such as “less” or “ology”
• Discover root words. e.g., “lovely”
• Look up words you don’t know, then use them
2. Listening Effectively

Leaders must be Listeners

I didn’t say hearers
Listening Process

• Receiving
• Attending
• Understanding assigning meaning
• Remembering
• Responding
Listening Inventory

The next slide has ten questions. Number from 1-10, then answer each question.

U = Usually true
O = Occasionally true
S = Seldom true
1. I like to listen to people share things about themselves.  
   Usually  Occasionally  Seldom
2. When someone explains something to me, I have trouble explaining it to others.
3. I remember an individual’s voice even when I’ve not heard it for a long time.
4. People don’t like to share their ideas or things about themselves with me.
5. I don’t particularly enjoy listening to inspirational, entertaining or humorous speakers.
6. Speakers’ non-verbal behavior or voice affect my understanding of their message.
7. I can recognize how a speaker’s information fits with what I already know.
8. I like to listen to music, audio books, news or sports when I am in an automobile.
9. I often question and ponder a speaker’s ideas.
10. I don’t question what experts have to say on a subject of their expertise.
Listening Inventory
Answer Key

• Questions: 1, 3, 7, 8, 9
  – U = 3
  – O = 2
  – S = 1

• Questions: 2, 4, 5, 6, 10
  – S = 3
  – O = 2
  – U = 1
Listening Inventory

Types

• Relationship:  1, 4  understand the speaker
• Informational:  2, 7  understand the message
• Appreciative:  5, 8  enjoy what you hear
• Discriminative:  3, 6  distinguish nuances
• Critical:  9, 10  evaluate the message

*Abbreviated version of test; not a valid measure, but it helps us understand the types of listening*
Six Quick Listening Tips

• Want to Listen
• Focus on the Speaker
• Be Physically Involved
• Don’t tune out Dry Subjects
• Accept Responsibility for Listening
• Pretend you have to Repeat the Information
Again: Consider the Process

- Receiving
- Attending
- Understanding assigning meaning
- Remembering
- Responding

*Leaders must be listeners*
3. Writing Effectively

**Accuracy**

**Brevity**

**Clarity**

*Clear writing reflects clear thinking*
Three Aspects of Accuracy

- Structure
- Content
- Presentation
Accurate Structure

Reader-centered Objective

• Not what you—the writer—wants to do, but what you want the reader to understand, feel, or do

• The TOOTDIFERT method keeps you reader-centered—The Objective Of This Document Is For Each Reader To… Derived from TOOTLIFEST

• Bottom Line: It is about the receiver
Accurate Content

Get your facts and other information straight
Accurate Presentation

• Spelling
• Grammar
• Punctuation
Sometimes I do exercises on spelling, punctuation, and grammar. Most people are like me when they take the tests—embarrassed.
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<th>Corrected Word</th>
<th>Original Word</th>
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<td>3</td>
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That’s it for Accuracy

Now, how about Brevity & Clarity

• Requires getting rid of unneeded words
• Requires good structure & expression
• Requires us to edit what we write
Think about that last slide a minute.
Brevity & Clarity

• Requires getting rid of unneeded words
• Requires good structure & expression
• Requires us to edit what we write
Brevity & Clarity

• Strive for brevity
• Seek to be clear
• Edit what you write
Brevity & Clarity

- Be brief
- Be clear
- Edit
Brevity & Clarity

• Requires getting rid of unneeded words—Be Brief

• Requires good structure & expression—Be Clear

• Requires us to edit what we write—Edit
Brevity & Clarity

• Requires getting rid of unneeded words—
  Strive for brevity

• Requires good structure & expression—
  Seek to be clear

• Requires us to edit what we write—
  Edit what you write
Five Guidelines for Writing Right

• Keep on target and do not go off on tangents which are not relevant to the current issue.
• Avoid excessive or extraneous information and unneeded explanation.
• Avoid unnecessarily lengthy, wordy and verbose sentences.
• Active voice, not passive voice, should be used.
• Edit to be brief, short and concise because nobody wants to pore through unnecessary piles of verbiage.

BTW: “pore” is the correct spelling
• Keep on target and do not go off on tangents which are not relevant to the current issue—Keep on Target.
• Avoid excessive or extraneous information and unneeded explanation—Avoid extraneous information.
• Avoid unnecessarily lengthy, wordy and verbose sentences—Avoid long sentences.
• Active voice, not passive voice, should be used. Use active voice.
• Edit to be brief, short and concise because nobody wants to pore through unnecessary piles of verbiage. Edit to be brief.
4. Speaking Effectively

Positive correlation between speaking effectively and leading effectively
Speaking Effectively
General to Specific

1. Know your objective—TOOTSIFELT

_The Objective Of This Speech Is For Each Listener To . . .
Speak Deductively
General to Specific

1. Know your objective—TOOTSFELT
2. Organize main points to support objective
3. Support main points with audience in mind
4. Deliver the goods—Communicate

*Speak for the listener(s), not for you*
Content is at the heart of effective speaking, but delivery reveals that heart
Speaker Delivery

• Physical Behavior
  – Eye Contact
  – Gestures
  – Movement

• Use of the Voice
  – Quality
  – Intelligibility
  – Variety

• Speaker Credibility
  – Expertise
  – Trustworthiness
  – Sincerity
5. Non Verbal

“Actions Speak Louder than Words”

“What you do speaks so loudly that I can’t hear what you say”
Non Verbal

Words & Actions often not present

- Artifacts Articulate
- Space Speaks
- Time Talks
Non Verbal

*Words & Actions may be present*

- **Word Choice** — Verbal & Non Verbal Affects
  - Same words mean different things
- **Current Behavior**
  - Eye Contact, Movement, Gestures
- **Longer-Term Behavior**
Summary

Leadership — Serve others and the organization
  – Attributes of Leaders
  – Styles of Leadership

Communication — Share meaning effectively
  – Model — Communication as a transaction
  – Skills
    • Reading
    • Listening
    • Writing
    • Speaking
    • Nonverbal
“If you can’t communicate, don’t try to lead.”