

Lecture 4, Slide 1

Clawson states that “leadership involves influence, not coercion, that true followers follow willingly... leadership has a very strong moral dimension, and many moral questions are embedded in it” (Clawson, p. 56). He goes on to say that because Level Three Leadership involves moral issues, we need to find a moral foundation for exercising this kind of leadership. Clawson believes there are four cornerstones to Level Three Leadership and that without these four cornerstones, leadership will not be effective or long lasting. These are truth telling, promise keeping, fairness and respect for the individual.

Truth telling in leadership means telling the other person the truth as you see it when it will have an impact on the other person. In relationships, feedback from others is data, neither moral nor immoral, right nor wrong, either accepting or rejecting or doing something about it.

Promise keeping – to the extent that willing followership is a function of trust, promise keeping is an essential leadership skills and a part of the moral foundation of effective leadership. Broken promises quickly undermine the relationship between the leader and the followers.

Fairness—ensures that the followers will get their share of the rewards of the enterprise—otherwise, motivation to follow declines drastically. Fairness was less of an issue in more traditional organizations than it will be in the new organizations because information about the health of the firm will be much more broadly distributed.—distribution of resources will become more and more difficult to manipulate. This moral foundation of leadership is particularly important to you as classroom leaders, as you face student teaching assignments next semester. As student teachers and eventually full time teachers, it is imperative that you model this leadership behavior when dealing with students—our leaders of tomorrow.

Respect for the individual—the first three moral cornerstones can be distilled into the last: respect for the individual. When we tell the truth, we respect the other person well enough to be honest. When we keep our promises, we show respect. When we treat others fairly, we are being respectful. Respect for the individual means viewing others with dignity; believing that all individuals have intrinsic worth and should be treated with courtesy and kindness—this does not imply that all individuals have equal influence on self or others, but it does mean that all should be treated with basic human courtesy.

One of the most direct ways this material is introduced is in your textbook in Chapter 7, pp.91-107.

Clawson’s assertion throughout the book has been “you can make a difference.”—whether you want to or choose to is up to you—how large a difference over how large a circle of influence is also up to you—you can choose whether to influence one other, ten others, or millions of others and in what way. (p.93). To accomplish this leadership goal, you must begin by asking the question “what value do I want to add to society” or “what changes do I believe deep down are necessary to improve my organization, my world,?”

Truly effective leaders begin with a cause, a purpose, a goal that serves fellow citizens—NOT with the goal of being a “leader” because that position appears attractive, powerful, respected

and well paid. (p. 93). **Behaving as and becoming an effective leader is a by-product of an intense commitment to a purpose** (Clawson, p.94). The effective leader is one who has a powerful purpose. Once a relentless desire to accomplish that purpose is in place, the individual becomes a leader, influencing others voluntarily to join in that purpose—without purpose so-called leaders who seek title and prestige for their own gratification rather than to serve or make improvement, become maintainers at best.

If you want to develop your leadership skills, Clawson recommends these six steps—if you pursue them vigorously, you can become a more effective, powerful leader. Remember that you do not choose to either do the step or not do the step, nor do you do the step once and then move on—each step requires following the process that becomes a lifelong commitment to continuous improvement – constant polishing—these steps become a way of life; these steps are not goals that once achieved are fixed forever.(Clawson, p. 94).

Let's begin our discussion with what it means to 'clarify your center'—our core, or center, contains our basic assumptions about the way the world ought to be and about what is most important to us in the world—Clawson, p. 95. When your center is clear and focused, you are more likely to have a powerful influence on others. Physically, emotionally, socially, and organizationally you will be off balance and unable to provide anchor points to others if your core values are foggy or diffuse. When you are centered, you cannot be unsettled or knocked off balance by shifting currents of approval or disapproval, or unstable foundations. Once you understand the strength of this concept, you will begin to develop a desire to clarify your center—you will become more calm, more purposeful, more stable in the midst of turbulence around you—clarifying your emotional center is about clarifying what you believe in and value.

An important point is that we can never fully clarify our center—the reason is that we can never fully experience all of life and life will constantly impact and force us to revisit and polish or perhaps remold our core values. (Clawson, p 95).

Leadership is an act of engagement, according to Alex Horniman, and one way to begin clarifying your center is to identify what engages you. Stephen Covey would say what 'concerns' you—what captures your imagination, your leisure thinking moments, and your dreams? What is it that causes you to smile spontaneously, to increase your pulse and to speak animatedly with others? What is it that motivates you into expending tremendous energy, mental and physical? The answers to these questions are the beginnings of your core, your center. Clawson states that when we are truly engaged in something, we begin to influence others without even trying. We have begun to lead without even trying—leadership begins to happen. The next step is to look at the process values that you hold, that is, looking at the how of getting to the realization of your core engagements. Character is the sum of people's choices of goals and choices about how to achieve those goals—this definition implies a moral dimension to leadership. One way to check the moral level of your leadership – your respect for the follower – is to ask if given your behavior toward the other person, you would be willing to trade places with that person immediately. Clawson states that we are never finished clarifying our center. Consequently, it does not make sense to wait to influence others until your center is

totally clear. We must carry on with our lives even though we have not reached a final realization or even if life is not crystal clear at the moment.

- The second step to effective leadership is clarifying what is possible. This step involves looking outward to the extreme—this stretches our horizons beyond what we usually see and apprehend. To clarify what is possible is to imagine in sharp detail what can and should happen for an individual (or organization) in the future—this is closely linked to the “vision” characteristic we have discussed earlier when describing the true, transformational leader needed for today’s – and tomorrow’s– organizations. This is commonly called strategic thinking. Leaders have seen what they want to accomplish so clearly and understand the steps so carefully that they truly speak in the future perfect tense—they know where they are trying to go. Call it what you will, effective leaders have in their mind’s eye a picture of what they are trying to do.
- Step 3 to effective leadership is a fundamental issue that a potential leader faces—clarifying his own view of what the followers can do—there is no other way to get to the followers commitment. A common mistake, truly a result of the bureaucratic, industrial structure we have inherited in management, has been that many people think of their followers in terms of their job descriptions; in fact, we should think in terms of the job description we would like them to fill. This perspective constrains us from thinking about talent—contributions to the goal—that our followers can make. This thinking, according to Clawson, is Level I thinking. This kind of thought process assumes a stable environment, which is more and more disappearing from the workplace--and the world.
- A more effective leader assumes that people have talents, can learn new ones, and have a basic desire to do well. While these skills vary from person to person, empowerment is a process of working with talent and the individual accepting responsibility for outcomes.
- Supporting others so they can contribute is the fourth step in effective leadership. Clawson states that “forces at play in the modern world—such as the explosion in information technology and the ever-burgeoning demand of people to be free—increasingly require that managements design all elements of their organizations to respect and respond to those forces.” (p. 102.) Again, we are referencing the support of creativity and sense of responsibility for results. Information technology means that people at all levels of the organization can gather, analyze, decide and communicate with other people at all levels of other organizations. Clawson sums this up with his comment, “The need for vertical hierarchies to make good decisions is rapidly evaporating.” (p. 102.) In today’s organizations new lines of authority and influence are developing out of informal lines of communication—the data is fast and accurate. (For a case study of such an organization, see Clawson, pp. 102-03). To summarize this step in the process, effective leadership means in part casing away bureaucratic assumptions often based on Weber’s management principles and searching for and creating new organizing principles that encourage rapid use of good information and the multiple talents of people within the organization.

Being relentless is a common characteristic of effective leaders—people who have purpose and vision and a drive to achieve cannot be pushed off their chosen path. Again, this principle is a

reflection of our center and a means of clarifying our center. We learn how much stamina we have by watching our own commitment to our goals—we clarify our center by learning from that observation. (Clawson, p. 105).

Relentlessness is also born of self confidence—being willing to fail as we pursue our goals—this kind of relentlessness requires a high level of confidence in the value of your purpose and desire to achieve it.

Positive feedback gives all of us the ability to carry on—without a measure of our sense of value added, our sense of the possibilities and our motivation and hope begin to wither. Effective leaders recognize this principle in the way they deal with themselves and others. A key leadership skill is focusing on the right measures. Bureaucratic organizations, such as most of our schools, often operate on the principal that the boss knows best and too often make decisions that actually worsen the problem they are trying to solve—often referred to as unintended consequences. If the leader can hone in on a small set of key indicators and show the people how they relate to the purpose and the vision, people will be focused and know what they are working for. Further, effective leaders watch for progress on key indicators and celebrate the positive rather than looking for “the half empty glass,” (Clawson, p. 107).

In conclusion, personal leadership characteristics – who you are and what you as an individual DO –is a major part of a positive leadership outcome.

Reading Assignment: Chapter 7, Clawson.

Complete the Self-Assessment tool on page 291, Self-Assessment on the Six Steps to Effective Leadership. Keep a copy of this assignment– you will need to return to the results of this instrument when you develop your personal Mission Statement.