

Leadership That Gets Results

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Objectives & Agenda

Different people lead differently, and there are many ways to lead effectively. This workshop will help participants determine their own personal leadership style as well as identify ways to integrate other styles into their own leadership.

Goal

To leave with an insatiable appetite for learning and practicing leadership

Objectives

- Learn six different types of leadership styles
- Understand which leadership style is the “best” leadership style
- Understand the difference between day-to-day VSA management and leadership
- Learn what four qualities studies suggest people admire most about leaders
- Leave with a list of resources you can use to take back to your VSA
- Create an action plan for applying our newly found knowledge

Agenda

- Introductions
- Defining Leadership, Defining Our Purpose
- Exploring Characteristics of Admired Leaders
- The Six Leadership Styles at a Glance
- Emotional Intelligence
- Comparing Leadership and Management
- Management and Leadership Processes
- Fluid Leadership in Action
- Action Plan

Defining Leadership, Defining Our Purpose

1. What is your definition of leadership?

2. Is it important to cultivate leaders to serve the Vietnamese-American community? Why?

Formal Definitions of Leadership

“Leadership is the ability to create of a vision for positive change, help focus resources on right solutions, inspire and motivate others, and provide opportunities for growth and learning.” -Center for Creative Leadership

“Leadership is the process in which a person exerts influence over other people and inspires, motivates, and directs their activities to help achieve group or organizational goals.” -Jones/George

“Leadership is the process of social influence in which one person can enlist the aid and support of others in accomplishment of a common task” -M. Chemers

“Leadership is ultimately about creating a way for people to contribute to making something extraordinary happen.” -Alan Keith

“Great leaders aren’t born. They learn how to lead through experiencing real challenges and crises, reflecting on those situations, and finding guidance from others.” - Northwestern Center for Leadership

Characteristics of Admired Leaders

We look for many special qualities in our leaders. Research studies indicate the attributes listed below account for most of the qualities people admire. From this list of 20 attributes, please select 7 that you most look for and admire in a leader, in someone whose direction you would willingly follow.

Mark your 7 choices. There is no need to rate or rank order the items you select.

___ **Ambitious** (aspiring, hard-working, striving)

___ **Honest** (truthful, has integrity, trustworthy, has character)

___ **Broad-minded** (open-minded, flexible, receptive, tolerant)

___ **Imaginative** (creative, innovative, curious)

___ **Caring** (appreciative, compassionate, concerned, loving, nurturing)

___ **Independent** (self-reliant, self-sufficient, self-confident)

___ **Competent** (capable, proficient, effective, efficient, professional)

___ **Inspiring** (uplifting, enthusiastic, energetic, humorous, cheerful, positive about the future)

___ **Cooperative** (collaborative, team player, responsive)

___ **Intelligent** (bright, thoughtful, intellectual, reflective, logical)

___ **Courageous** (bold, daring, fearless, gutsy)

___ **Loyal** (faithful, dutiful, unswerving in allegiance)

___ **Dependable** (reliable, conscientious, responsible)

___ **Mature** (experienced, wise, has depth)

___ **Determined** (dedicated, resolute, persistent, purposeful)

___ **Self-controlled** (restrained, self-disciplined)

___ **Fair-minded** (just, unprejudiced, objective, forgiving, willing to pardon others)

___ **Straightforward** (direct, candid, forthright)

___ **Forward-looking** (visionary, foresighted, concerned about the future, sense of direction)

___ **Supportive** (helpful, offers assistance, comforting)

Adapted from the *Leadership Challenge*, Kouzes & Posner 1995

What Admired Leaders Do

Global Survey Asked: "What qualities do you look for and admire in a leader--someone whose direction you would willingly follow."

Kouzes & Posner's Research: 750,00 respondents (North American, Mexico, Western Europe, Asia, Australia)

Methodologies

- ◆ Survey
- ◆ Written case studies
- ◆ Focus groups
- ◆ Individual interviews

Results

_____ is #1

- The single most important ingredient in a relationship
- Consistency between word and deed is how we judge honesty
- Tied to values, ethics, and integrity

_____ is #2

- A sense of direction and concern for the future
- Strategic planning and forecasting
- More important for Executive Board/Cabinet

_____ is #3

- Track record and relevant experience in functional area
- The ability to get things done
- A key differentiator of executive success
- Enabling others to act
- Equally important at all levels

_____ is #4

- Communication of vision in ways that encourage us to commit
- Leader with positive emotions
- Enthusiasm and excitement about a cause

The Six Leadership Styles at a Glance

	Coercive	Authoritative	Affiliative
The leader's modus operandi	Demands immediately	Mobilizes people towards a vision	Creates harmony and builds emotional bonds
The style in a phrase	"Do what I tell you"	"Come with me."	"People come first."
Underlying emotional intelligence	Drive to achieve, initiative, self-control	Self-confidence, empathy, change catalyst	Empathy, building relationships, communication
When the style works best	In a crisis, to kick start a turnaround, or with problem team members	When changes require a new vision, or when a clear direction is needed	To heal rifts in a team or to motivate people during stressful circumstances
Overall impact on climate	Negative	Most strongly positive	Positive

Democratic	Pacesetting	Coaching
Forges consensus through participation	Sets high standards for performance	Develops people for the future
"What do you think?"	"Do as I do, now."	"Try this."
Collaboration, team leadership, communication	Conscientiousness, drive to achieve, initiative	Developing others, empathy, self-awareness
To build buy-in or consensus, or to get input from valuable employees	To get quick results from a highly motivated and competent team	To help an employee improve performance or develop long-term strengths
Positive	Negative	Positive

Adapted from *Leadership That Gets Results*, Daniel Goleman

Emotional Intelligence

Emotional intelligence--the ability to manage ourselves and our relationships effectively--consists of four fundamental capabilities: self-awareness, self-management, social awareness, and social skill. Each capacity, in turn, is composed of specific sets of competencies. Below is a list of the capabilities and their corresponding traits.

Self-Awareness	Self-Management	Social Awareness	Social Skill
<p>Emotional self-awareness: the ability to read and understand your emotions as well as recognize their impact on work performance, relationships, and the like.</p> <p>Accurate self-assessment: a realistic evaluation of your strengths and limitations</p> <p>Self-confidence: a strong and positive sense of self-worth</p>	<p>Self-Control: the ability to keep disruptive emotions and impulses under control.</p> <p>Trustworthiness: a consistent display of honesty and integrity.</p> <p>Conscientiousness: the ability to manage yourself and your responsibilities.</p> <p>Adaptability: skill at adjusting to changing situations and overcoming obstacles.</p> <p>Achievement orientation: the drive to meet an internal standard of excellence.</p> <p>Initiative: a readiness to seize opportunities.</p>	<p>Empathy: skill at sensing other people's emotions, understanding their perspective, and taking an active interest in their concerns.</p> <p>Organizational awareness: the ability to read the currents of organizational life, build decision networks, and navigate politics.</p> <p>Service orientation: the ability to recognize and meet customers' needs.</p>	<p>Visionary leadership: the ability to take charge and inspire with a compelling vision.</p> <p>Influence: the ability to wield a range of persuasive tactics.</p> <p>Developing others: the propensity to bolster the abilities of others through feedback and guidance.</p> <p>Communication: skill at listening and at sending clear, convincing, and well-tuned messages.</p> <p>Change catalyst: proficiency in initiating new ideas and leading people in a new direction.</p> <p>Conflict management: the ability to de-escalate disagreements and orchestrate resolutions.</p> <p>Building bonds: proficiency at cultivating and maintaining a web of relationships.</p> <p>Teamwork and collaboration: competence at promoting cooperation and building teams.</p>

Comparing Leadership and Management

Leadership	Management
Values-oriented	Task-oriented
Change	Stability
Leadership People	Managing Work
Sets Direction	Plans Details
Transformational	Transactional
Take Risks	Minimizes Risks
Vision	Objectives
Innovates	Administers
Focus on People	Focuses on Systems and Structure
Eyes on Horizons	Eye on the Bottom Line
Asks What and Why	Asks How and When
New Roads	Existing Roads
Aligns People	Organizing and Staffing
Do the Right Things	Do things right

Adapted from John Kotter, *Leader Change* and Warren Bennis, *Learning to Lead: A Workbook on becoming a Leader* by Gerald Fischer, President and CEO of the U of M Foundation

Discussion Questions

- ▶ What gets rewarded at your VSA/organization? Are both of these skill sets appropriately valued?

- ▶ Which skills sets need the most development to help your VSA/organization meet its mission?

- ▶ What happens to the organization if it's great at leadership but not great at management?

Management and Leadership Processes

John Kotter, in his 1990 book, “A Force for Change -- How Leadership Differs from Supervision/Management,” draws a distinction between management and leadership. He summarizes the classic supervision/management processes as follows:

1. **Planning and Budgeting** -- setting targets or goals for the future, typically the next month or year; establishing detailed steps for achieving those targets, steps that might include timetables and guidelines; and then allocating resources to accomplish those plans
2. **Organizing and Staffing** -- establishing an organizational structure and set of jobs for accomplishing plan to those people, delegating responsibility for carrying out the plan, and establishing systems to monitor implementation
3. **Controlling and Problem-solving** -- monitoring results versus plan in some detail, both formally and informally, by means of reports, meetings, etc; identifying deviations, which are usually called “problems,” and then planning and organizing to solve problems

Kotter then goes on to summarize what he considers to be important leadership processes:

1. **Establishing Direction** -- developing a vision of the future, often that distance future, along with strategies for producing the changes needed to achieve that vision
2. **Aligning People** -- communicating the direction to those whose cooperation may be needed so as to create coalitions that understand the vision and that are committed to its achievement
3. **Motivating and Inspiring** -- keeping people moving in the right direction despite major political, bureaucratic, and resource barriers to change by applying to very basic, but often untapped, human needs, values, and emotions

Among the appeals of Kotter’s approach are his emphasis on leadership and his attempt to explain both what leadership involves and how it differs from supervision/management.

Fluid Leadership in Action

Consider Nam, the newly elected President of VSA at the University of East Kansas. Nam won the election by a landslide, however his VSA is currently in a volatile state. It has consistently lost members year after year, and funding has been slowly but surely diminishing--in the most recent year funding was cut by 75%. Morale amongst the five returning board members was at an all time low; mistrust and resentments were rampant. Nam's goal was clear: get VSA moving in the right direction.

Nam did so with a nimbleness in switching amongst leadership styles that is rare. From the start, he realized he had a short window to demonstrate effective leadership and to establish rapport and trust. He also knew he urgently needed to be informed about what was not working, so his first task was to listen to key people.

During his first several weeks of summer transitions he had lunch and dinner meetings with each member of the board. Nam sought to get each person's understanding of the current situation. But his focus was not so much on learning how each person diagnosed the problem as on getting to know each board member as a person. Here Nam employed the **affiliative** style: he explored their lives, dreams, and aspirations.

He also stepped into the **coaching** role, looking for ways he could help the team members achieve what they wanted personally and professionally. For instance, one board member who received feedback from the previous President that he was a poor team player confided his worries to Nam. He thought he was a good team member, but he was plagued by persistent complaints. Recognizing that he was a valuable asset to VSA, Nam made an agreement with him to point out (in private) when his actions undermined his goal of being seen as a team player.

He followed the one-on-one conversations with a three-day E-Board retreat. His goal here was team building, so everyone would own what ever solution for VSA problems emerged. His initial stance at the retreat was that of a **democratic** leader. He encouraged everyone to express freely their frustrations and complaints.

The next day, Nam had the group focus on solutions: each person made three specific proposals of what needed to be done. As Nam clustered the suggestions, a natural consensus emerged about priorities for the VSA, such as increasing cultural awareness amongst members. As the group came up with specific action plans, Nam got the commitment and buy-in he sought.

With that vision in place, Nam shifted into the **authoritative** style, assigning accountability for each follow-up step to specific board members and holding them responsible for their accomplishment. For example, VSA lost a grant it needed to host its annual culture show. One obvious solution was to simply cancel or downsize the event, but the culture show was one of the cornerstone events for VSA. The new treasurer now had the responsibility of identifying and pursuing sponsorship opportunities on campus and in the local community.

Over the following months, Nam's main stance was **authoritative**. He continually articulated the group's new vision in a way that reminded each member of how his or her role was crucial to achieving these goals. And, especially during the first few weeks of the plan's implementation, Nam felt that the urgency of the VSA crisis justified an occasional shift into a **coercive** style should someone fail to meet his or her responsibility. As he put it, "I had to be brutal about following-up and making sure stuff happened. It was going to take discipline and focus."

The results? Every aspect of climate improved. People were happy and freely contributing ideas. They were talking about VSA's vision and excited about their commitment to new, clear goals. The ultimate proof of Nam's fluid leadership is written in black ink: after only seven months, VSA brought in \$3,550 in sponsorship dollars and active VSA membership has more than doubled.

Adapted from Leadership That Gets Results, Daniel Goleman

About UNAVSA

The Union of North American Vietnamese Student Associations (UNAVSA), a 501(c)(3) non-profit, non-partisan, community-based organization, was founded in 2004 on the principal of empowering the next generation of Vietnamese youth with self-awareness, passion for change and propensity for leadership. UNAVSA is a family of Vietnamese youth organizations working together to advance the interests of Vietnamese youth in order to build a stronger Vietnamese community at home and abroad.

UNAVSA's success is grounded in the fact that regions and organizations making up UNAVSA (its 'partners') remain independent and autonomous, but they pool their resources and expertise in order to gain greater collective strength and influence than they could have acting individually. UNAVSA strives to provide resources and opportunities fostering experiential learning, cultural self-reflection, and relationship-building for community development in and amongst our constituent regions.

Mission

To empower the next generation of Vietnamese leaders with a passion for service, propensity for leadership, and self-awareness with the intent of advocating for progress in the North American Vietnamese Community.

Get Involved

Be a part of the UNAVSA team by participating in one of the following opportunities:

- ◆ National Sponsorship Director
- ◆ CPP Selection Committee Member
- ◆ CPP Campaign Committee Member
- ◆ Conference Director/Committee Member

Find more information about these positions: <http://www.unavsa.org/get-involved/>

Resources, Opportunities

The Center for Creative Leadership (CCL®) offers what no one else can: an exclusive focus on leadership education and research and unparalleled expertise in solving the leadership challenges of individuals and organizations everywhere. <http://www.ccl.org>

Leadership Education for Asian Pacifics, Inc. (LEAP) has been intent on "growing leaders" within Asian and Pacific Islander (API) communities across the world. When LEAP opened its doors 29 years ago, it had a simple yet powerful idea: that in order for Asian and Pacific Islander (API) communities to realize their full potential and to foster robust participation in this increasingly globalized world, these communities would have to begin producing leaders who could advocate and speak on their behalf.

<http://www.leap.org>

Southeast Asia Resource Action Center's (SEARAC) Leadership and Advocacy Training provides a forum for Southeast Asian American community leaders to participate in three days of advocacy education, leadership strategizing, collaborative networking, and relationship building with decision makers on issues that are specific to the Southeast Asian American community. These trainings are open nation-wide to all members of the Southeast Asian American community and/or individuals currently working with the Southeast Asian American community. <http://www.searac.org/content/leadership-and-advocacy-training-lat>

Leadership That Gets Results

Daniel Goleman

Harvard Business Review

13 pages. Publication date: Mar 01, 2000.

<http://www.hbr.org>

500 Leaders in 5 Years



Objective: Train 100 leaders per year, for 5 years.

“Leaders” are defined as individuals with the capability of finding solutions to social issues. Aspiring leaders in that category must develop the mind of a strategist, know how to marshal and grow resources, and build a self-perpetuating mechanism and infrastructure to sustain the efforts until fruition. Most leadership training programs generally train participants on skills and competencies of a tactical nature. Such skills and competencies are necessary to carry out tasks and implement programs but not sufficient to address systemic issues faced by the Vietnamese American community.

The 500 in 5 Years: Mobilizing Compassionate, Ethical, Effective Vietnamese Leaders of the Future not only trains participants in skills and competencies, but, more importantly, also trains them in attitude, perspective, and way of thinking. It was officially launched at BPSOS’ National Leadership Summit on July 2, 2011.

Need: The Vietnamese American community came into existence at the end of the Vietnam War 35 years ago. This community of survivors has rebuilt their lives and many of their children have achieved astounding successes. The majority of the Vietnamese American community however live in isolation and are more fixated on Vietnam than on their own community in America. This community lacks organization and does not have a collective strategy to address systemic challenges and prepare for its own future. This project aims to train 500 leaders in the next five years to develop civil society and to create bridges to the mainstream for the Vietnamese American community.

Approach: 500 in 5 Years: Mobilizing Compassionate, Ethical, Effective Vietnamese Leaders of the Future will train future leaders to meet the various development and empowerment needs of the community, focusing on community organizing, political engagement, and economic development. Trainees will develop the mind of a strategist and acquire leadership competencies and skills.

Each community will select their candidates and raise funds to finance the year-long training. As part of the training, each candidate will work on a community-focused

project for the entire year and will report achievements to their sponsors and community members. A subgroup of trainees will work on building sustainability for this the initiative. In addition to the year-long training, participants will benefit from the social network of coaches—all successful leaders in their own fields of expertise—and of 500 peer leadership trainees. A pilot project will be deployed in the Gulf Coast in March 2011.

Purposes of Training:

- Develop the mind of a strategist
- Develop competencies in managing resources and projects
- Develop skills critical for success such as decision making, social networking, effective communication, conflict resolution, problem solving, negotiation, advocacy, etc.

UNAVSA Joins "500 in 5" As Strategic Partner

The Union of North American Vietnamese Student Associations (UNAVSA) (Liên Hội Sinh Viên Việt Nam Bắc Mỹ) signed on to be a strategic partner of BPSOS' '500 in 5 Years' Leadership Development Initiative this past summer. All of at UNAVSA are all very excited to be formally a part of this great initiative and prepared as an organization to do what needs to be done to ensure its success.

Find more information at: <http://www.unavsa.org/500-leaders-in-5-years/>

Leadership That Gets Results–Evaluation

Use questions 1 through 8 below to rate your overall experience with the ‘Leadership That Gets Results’ workshop. Please use questions 9 & 10 to write comments about specific topics or workshop facilitator.

	Excellent	Very	Good	Fair	Poor
1) Provided tools to meet goals.....	<input type="checkbox"/>				
2) Facilitators knowledge of content.....	<input type="checkbox"/>				
3) Organization of material.....	<input type="checkbox"/>				
4) Facilitators use of session time.....	<input type="checkbox"/>				
5) Facilitators encouragement of class discussion.....	<input type="checkbox"/>				
6) Facilitators of small group exercises/activities.....	<input type="checkbox"/>				
7) Met my expectations, based on course description	<input type="checkbox"/>				

8) Length of workshop (circle one) **too long** **just right** **too short**

9) What I really liked about the ‘Leadership That Gets Results’ workshop was:

10) What could be improved about the ‘Leadership That Gets Results’ workshop was: