

LEADERSHIP TRAINING?

BY

THOMAS A. STOKES

B.A. College of the Holy Cross

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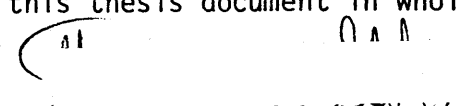
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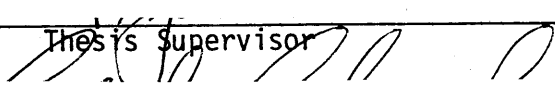
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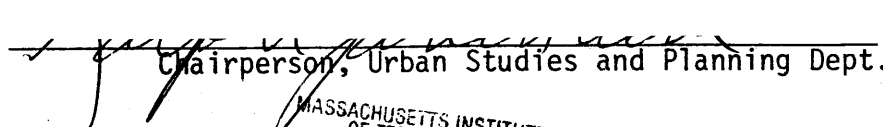
Signature of Author


Department of Urban Studies and Planning
May 22, 1984

Certified by


Thesis Supervisor

Accepted by


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ABSTRACT FOR MASTER'S THESIS

TITLE: LEADERSHIP TRAINING?

This paper describes and critiques a one week Leadership Development Program offered by the Center For Creative Leadership in Greensboro, North Carolina. The paper uses James M. Burns notion of "transforming Leadership" which suggests some traits important to good leadership. Some of these traits are: ability to deal with conflict in order to achieve its creative potential, commitment to a vision which goes beyond immediate goals, share a common goal with followers and deal with follower's needs in a holistic manner. The author of this paper suggests that this leadership development program is too management and model oriented, and suggests that it also deal with issues such as conflict and its potential, risk-taking and developing a vision from which one works.

LEADERSHIP TRAINING?

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THOMAS A. STOKES

MASTER'S THESIS
MASSACHUSETTS INSTITUTE
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ON LEADERSHIP

Leadership is an invisible strand
as mysterious as it is powerful. It pulls and it bonds.
It is a catalyst that creates unity out of disorder.
Yet, it defies definition. No combination
of talents can guarantee it. No process or training
can create it where the spark does not exist.

The qualities of leadership are universal:
they are found in the poor and the rich, the humble
and the proud, the common man, and the brilliant
thinker; they are qualities that suggest paradox
rather than pattern. But wherever they are found
leadership makes things happen.

The most precious and intangible quality
of leadership is trust—the confidence that the one
who leads will act in the best interest of those
who follow—the assurance that he will serve the group
without sacrificing the rights of the individual.

Leadership's imperative is a "sense of rightness"
—knowing when to advance and when to pause, when
to criticize and when to praise, how to encourage others
to excel. From the leader's reserves of energy
and optimism, his followers draw strength. In his
determination and self-confidence, they find inspiration.

In its highest sense, leadership is integrity.
This command by conscience asserts itself more
by commitment and example than by directive. Integrity
recognizes external obligations, but it heeds
the quiet voice within, rather than the clamor without.

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Machines

I believe there is more leadership in you and me
than we use,
than we know,
than we can imagine.

INTRODUCTION

What is expected from our leaders: that they be skillful at managing, that they be creative and inspiring or both? Do we want someone who will bury the gold to insure its safety or someone who will take a risk with the gold for the sake of a better future, or someone who can do both? It is this dichotomy between the managerial leader, the inspirational leader, or some combination, that I will explore in my thesis. It is important to clear up the misconception that leadership and management are synonymous. I see management as only one of the skills and qualities necessary for creative leadership. I make this distinction because I feel that a person has to be more than just a good manager of resources and personnel in order to be a complete leader. Inspiration and creativity and an ability to deal with conflict and ambiguity, are other qualities that I feel need to be present in a leader.

It is not easy to be both a good manager and be creative and inspirational at the same time, but I believe that a developed leader can have all of these qualities. The reason that it is important is that leadership is a holistic phenomenon, it should not turn off at five o'clock when a person goes home from work. The values that a person uses at work should not differ from those out of work.

In the Diaries Of Mario Cuomo from his Sunday, January 3, 1982 entry, he discusses the difficulty in disagreeing with the dominant opinions of the day and still being elected as a politician. He

talks about how he faces the daily challenge of breaking down existing paradigms in order to work towards a better future.

That leaves the politician with choices. Go along with the dominant trend and try to give the people all that they want to assure yourself popularity, enough to win the chance to serve...

Another choice is to try to lead -at least by opinion- by pointing to what you think is a better way. This requires disagreeing with the people's dominant opinions...and trying to convince them that they are wrong. This is risky politics, and today it does not appear to succeed often, but it's the only kind of politics that I'm comfortable with.

(N.Y. Times, Book Review, Sunday May 13, 1984)

This is the kind of challenging, unafraid leadership that this generation needs. Mario Cuomo has a political and spiritual commitment to truth, even at the cost of the lose of office, that is essential to instilling confidence in his followers. This risky, even politically suicidal, attitude of risk taking and breaking norms in order to work towards the vision of a better future, is an essential ingredient in the art of transforming leadership.

The question that I am trying to answer now is how can the leadership training program at the Center For Creative Leadership be adapted in order to develop leaders that are a mixture of a managerial style; skilled in resource allocation, does analysis with data and facts, and an inspirational style;

inspires the followers, encourages creativity, takes risks, challenges norms and has a vision of a better future. I will use James M. Burns notion of "transforming leadership" to clarify what an inspirational leader, such as Martin Luther King, might use as guiding principles. For the managerial leadership style I will use a case study of an existing training program as an indicator of the principles of this style. By critiquing the training program keeping in mind the ideals of transforming leadership, I will make suggestions as to how this leadership development program could be changed so that it encouraged a combination of managerial and inspirational leadership styles.

James M. Burns in his book Leadership develops the concept of "transforming" leadership. He has in mind a leader who builds on people's need for meaning in their life. The leader has the ability to show the followers how their contribution to the task is integral to reaching the goals of the group. This transforming leadership is based on the premise that the leader and the followers learn from each other and that their goals are inseparable.

Transforming leaders are able to show their followers how to see beyond daily affairs in order to appreciate the larger goals which bring the leader and followers together. These actions which show commitment and passion are much more influential in motivating their followers than force or threats could ever be.

These transforming leaders can inspire and strengthen their followers by showing them their confidence in the group as a whole achieving its purpose.

This concept of transforming leadership places great demands on leaders. They must be flexible but firm, ready to make a decision but also ready to listen, inspiring but realistic. This holistic approach to leadership requires, in my view, continuous training and time for reflection. No man or woman can be the "total" leader. All leaders will be deficient in some areas, some better at managing than inspiring, some good at listening but uncomfortable with being the authority. But the ideal for leaders to strive toward remains the same: to engage their followers in an ongoing drive toward a shared goal no matter how challenging the process may be. The transforming leader has to be able to deal with the paradox of working within an organization or institution (and its goals) and breaking new ground that often threatens established norms.

In sum, one of the main concerns of this paper is to look at an existing leadership training program to see how it might better encourage participants in the program, to take on the challenge of transforming leadership. It is a style of leadership that is applicable to religious, political, intellectual and corporate leadership at all levels. It represents a value system which is based on truth, challenge, inspiration, vision, creativity, and introspection. This paper assumes that the participants in the

training program discussed are not only competent in their jobs but, are considered valued employees. Therefore the training program is aimed at making them even better leaders. It is with this in mind that I shall begin the descriptive portion of this paper which outlines the one week leadership development program at the Center. Following that I will make some suggestions as to some changes that might make the program more challenging by introducing some of the ideas behind transforming leadership.

**DESCRIPTION OF LEADERSHIP
DEVELOPMENT PROGRAM.**

N.B. The source of descriptive material for this thesis is the booklet which is used as an accompaniment for the Leadership Development Program at The Center For Creative Leadership in Greensboro, North Carolina. Observations are based on a one week visit to the center during the leadership program, and from conversations with the staff and participants.

DAY ONE - SUNDAY

The Sunday schedule started at noon with an informal lunch followed by the first meeting with all 24 participants. We were introduced to each other and to the staff, who told us about the center and all the facilities that would be used for the week long program. Most of the lecture sessions were to be held in a large conference room, and the role playing exercises in the observation rooms. The observation rooms were equipped with one way mirrors, a sound system and video cameras.

EARTH II

The first exercise that the participants took part in was called Earth II. The 24 participants were split into teams of six each and all went into separate observation rooms. Each group was given a sheet of paper that had an explanation of the task for the Earth II exercise. In short, Earth II was a new planet just discovered that had an atmosphere almost identical to that of earth. A contingent of earthlings, about a million, were to be sent to this planet to start a new life and to ease the over population of earth. The group to be sent were radically diverse, with a slight majority of Asians.

The issue to be solved was who should be the leader. Each member of the group was given time to write out a resume for

their ideal candidate, then they had to decide amongst them who would be the leader and then rank the remaining candidates in order of preference. The criteria that they had to include in their descriptions were:

- o Male or female
- o Race
- o College attended & major
- o Graduate education & major (if any)
- o Previous jobs
- o Race & background of parents
- o Explanation to group of why your candidate is best suited to be the leader (what qualities).

This exercise was viewed from the control room by the staff at the center who each had one participant to observe and report back to during sessions later in the week. Some of the criteria that the staff used as a basis for their feedback were:

- ^ activity level
- ^ led the discussion
- ^ influenced others
- ^ problem analysis
- ^ task orientation
- ^ motivated others
- ^ verbal effectiveness

inter personal skills

The participants were also asked to rate each other using these same criteria, after each role playing exercise. After the completion of

the exercise the participants met again as a whole group to discuss some of their findings. They talked about the types of individuals that were elected to be the leaders of the expedition. In most of the groups a person of Asian/Oriental decent was chosen, the gender split was about evenly male and female. Most participants seemed to be very cordial, pleasant and somewhat restrained with the other persons in their groups. The staff asked that each person make written comments on the exercises and lectures each day.

DAY TWO - MONDAY

The first lecture on Monday was the 8 Phases of Creative Leadership.

EIGHT PHASES OF CREATIVE LEADERSHIP

The eight phases of creative leadership represents a model that can be used for bringing about change and attacking problems systematically. It can be used on a personal level or when functioning as a leader.

ASSESSMENT

This is a process of gathering information on the context in which you are working; first the global context such as cultural norms, the spirit of the times, world conditions; second the organizational context such as the local economy, company goals, employee relations; and third the individual context: taking into account individual strengths, weaknesses, reactions and biases, including ones own. This assessment of the global, organizational and individual context must be kept as free from personal bias and untested assumptions as possible.

In order to do this kind of disinterested assessment, the center believes that it is necessary for the leader to develop self knowledge through introspection and self analysis, or through feedback and counseling from others. Understanding of the self and others is enhanced, according to the center, by using theories of needs such as Alderfer's. According to Alderfer's theory needs fall into three categories: existence needs such as food, water, shelter and security; relatedness needs, which include all those things necessary to maintaining satisfying relationships with other people; and growth needs; such as self fulfillment and feelings of accomplishment. Alderfer stated that although all operate simultaneously, one always predominates depending upon the situation.

This concept of assessment, as the ability to objectively analyze oneself, one's fellow employees and one's working environment, an ability based on self knowledge, is essential to the theory of leadership advocated by the center.

FORMULATION

Formulation involves accurately identifying the problem and placing it in the broadest category possible. By putting the problem in broad categories more alternative solutions are likely to be developed. It is in the process of finding the common factor which runs through a series of problems or underlies a number of symptoms. Identifying the problem and

stating it in the broadest terms possible helps us to deal with underlying causes rather than constantly treating symptoms.

TRANSFORMATION

Formulation and transformation are reciprocals. Formulation is identifying and stating the underlying problem; transformation is restating the problem in as many ways as possible to gain a changed perspective which may reveal new methods of solution.

GOAL SETTING

Through the activities of assessment, formulation and transformation, one may identify changes that would be desirable. Goal setting involves deciding just what change one intends to make and making a commitment to accomplish that change. The center feels that it is essential that goals be stated in operational terms in which the outcomes will be observable, measurable and specific. There is a need to devise a method to measure accomplishments. Then the organization or individual has to be measured in relationship to changes accomplished.

PLANNING AND ORGANIZING

This phase concerns narrowing the focus to a single change that is to be made. Detailed analysis of resources and constraints

is necessary in order to create a development plan. Two common errors that are made in this activity are:

- (1) To overestimate what can be accomplished with the resources available.
- (2) To limit the possible alternative actions on the basis of assumed constraints which do not exist in reality.

It is often necessary to break goals into sub goals in this process. The leader should anticipate problems and build in contingency plans.

EVALUATION AND CONTROL

Evaluation and control depends upon establishing criteria and methods for measuring progress. This will give information on what actions are contributing to goal attainment. An effective feedback system is necessary in the measuring process. Followers need information provided by feedback so that they can satisfy their growth and security needs by seeing how their actions contribute to organizational goals. Likewise, the leader needs information in order to see how his behavior is affecting other people and how the overall plan is progressing. If given properly, feedback not only shows what progress is being made, it can also motivate people to improve their performance.

IMPLEMENTATION

Implementation is simply a matter of putting plans made in the previous phases into effect. If the planning and organizing has been done well and a viable method of evaluation and control has been established, implementation is a straight forward process which depends on the skills and motivations of those involved.

REASSESSMENT

The data for this reassessment have been provided through the method of evaluation and control previously established. Reassessment consists of evaluating those data against the original goal to determine the degree of success or failure and to allow for a careful examination for any unintended consequences. c

The 8 phases of creative leadership served as an introduction to the exercise called the Hollow Square.

HOLLOW SQUARE

This exercise took place in the observation rooms, with four groups of six people each. Two of the groups were called the implementing teams and two were the planning teams. Each of the planning teams was matched with an implementing team. The planning teams were then given a puzzle with directions and a

diagram of how to put the puzzle together. Without using the diagram they were given, the planning team had to instruct the implementing team on how to put the puzzle together.

The exercise was run for approximately forty minutes, but after the first twenty five minutes the planning and implementing teams could not talk to each other. The matched planning and implementing teams were in separate rooms but were told to come together in 25 minutes at the very latest. A team of staff members observed the interactions for later use in the feedback sessions. The purpose of the exercise was to show the participants how difficult it is for planners and implementers to work separately on the same project.

Included in the schedule for the participants each day was an exercise break. During this time period they took a walk or did some stretching exercises. The center felt that it was important to introduce exercise into the program as a way of relieving tension and stress.

After lunch the staff introduced the section on Decision Making Styles. The lectures and handouts included the following model for decision making.

DECISION MAKING STYLES

The center has created a model for decision making called the Leadership Decision Styles Survey (LDSS). This model revolves around a flow chart that illustrates the various routes that a leader can take when making a decision. Some of the basic variables in this flow chart are: information available to the leader and or the followers, definition of the problem, and follower acceptance of the decision based on whether they share organizational goals.

This model is based on the belief that regardless of the method of decision making the leader chooses to use he/she is always responsible for the outcome of the decision. Another assumption of this model is that the leader does not want to waste any time identifying the problem and producing effective solutions which can be implemented without undue delay and without excessive damage to subordinate morale.

Compliance versus Acceptance

The LDSS model assumes that subordinates will comply with, that is not openly refuse to implement, any decision of the leader. Compliance therefore is guaranteed, but could result in faulty implementation without direct supervision or closely monitored performance to grudging implementation at minimal standards of performance.

Compliance is sufficient only when appropriate implementation of the decision would involve performing a routine task which required no extra effort, no initiative or creativity, and for which performance could always be closely monitored.

Complete acceptance, on the other hand, produces whole hearted commitment which results in enthusiastic, creative, self-directed, vigorous implementation to the best of the follower's ability. Acceptance of the leader's decision is not guaranteed but is most certain when (a) the leader is viewed both as the expert and as the one who cares about the welfare of the subordinate; (b) the decision allows or offers the subordinates the opportunity to get or accomplish something they want; (c) the subordinates ask the leader to make the decision; or (d) the subordinates have either shared in making the decision or feel that their information and views have been considered in the response to the problem.

Acceptance of a decision by the subordinates who will have to implement it is necessary (a) whenever appropriate implementation requires extra effort, creativity, or initiative; and (b) whenever performance cannot be closely monitored.

Quality

Quality refers to the "correctness" of the decision itself

regardless of the reaction of the subordinates to it. If one solution to a problem is equally efficient or effective and would cost less, or if one method or product would meet the clients needs at the same cost then that would be the highest quality decision. Relevant information influencing the quality of a decision could include:

- o Data on costs, resources required, quality control specifications.

- o Data on opinions from clients and subordinates regarding market demand and consumer acceptance.

- o Opinions from subordinates on feasibility, difficulty of implementation, long-term consequences.

- o Suggestions for new courses of action, alternatives.

Opinions or factual information about how well subordinates would like one solution as opposed to another would not be relevant information which influenced the quality of the decision. That information is relevant to "acceptance" but not to "quality" of the decision; and the model deals with the two issues separately.

The model provides a guide to help the leader produce a high quality decision in the shortest time possible using the method that will promote the degree of acceptance needed for appropriate implementation.

After the lecture the participants worked on an exercise which was designed to help make concrete, by example, their theory of the various decision styles available to a leader or manager.

LEADERSHIP DECISION STYLES SURVEY

The participants split up into groups of three or four and were each given a booklet describing the theory of the Leadership Decision Styles Survey. The introduction of this book explains several different styles of leadership as the center sees it, they are:

L1 - you decide alone

L2 - you seek information and then decide alone

LF1 - you consult with individuals and then decide
alone

LF2 - you consult with your entire group and then
decide
alone

M - you share the problem with your group, and then

you all mutually decide what to do.

The remainder of the booklet contains sixteen cases in which a decision has to be made. The group has to decide what style of leadership should be used in each case.

During this section the participants also received their scores from the Myers-Briggs test which they took before attending the program. The test tries to illustrate people's preferences for styles of decision making: Extraversion or Introversion, Sensing or Intuition, Thinking or Feeling, and Judgement or Perception.

DAY 3 - TUESDAY

Tuesday began with a lecture on Situational Leadership, which is a theory based on the belief that different situations call for different styles of leadership.

SITUATIONAL LEADERSHIP

Research conducted by the center and others indicates that there is no one style of leadership which is "best". On the contrary, "effective" leadership behavior is that which is appropriate for a specific situation. One of the key elements in any leadership situation is the people that you are trying to influence. To increase the probability that you are maximizing both your effectiveness and their performance, you must determine the developmental level of the people you are leading.

The developmental level of an individual or group depends on three conditions: their willingness, their ability, and their performance. The level of development can vary from low (D-1) to high (D-4). The more motivation, skill and responsibility they demonstrate, all other things being equal, the higher the level of development. A group or individual that is fully developed (D-4) shows a high desire to do what you have requested or assigned and has the knowledge and experience

necessary to accomplish the mission. These people can be depended on to follow through and do an outstanding job. To the extent that one or more of the conditions of development is not present, the group or individual will function below their highest level.

People may be highly developed in relation to a particular task at a particular time, but may be much less developed in other areas or at other times. To be most effective and efficient, you should choose the behavior (leadership style) that best suits the other person's level of development as determined for each specific task, assignment or request.

When a group or individual is functioning at a low development level, (D-1), you need to provide considerable structure and direction. As performance improves you should use recognition or praise or both as a positive reinforcement. To use the structuring leadership style, (S-1), you need not be harsh, overbearing or unpleasant. Direction should be pleasant and helpful, and as soon as any improvement is made a positive reinforcement should be communicated.

As the level of development and performance increases, you should begin using the S-2 leadership style, which calls for increasing praise, recognition, and support while reducing the amount of structure you provide. Then, when an individual or group begins performing at or above standard, you should move to

the S-3 leadership style, that is, a high degree of relationship behavior (praise, recognition, and support). With a group or individual that is functioning at a D-4 development level, you need provide only moderate amounts of encouragement and very little direction beyond making sure goals are understood and accepted (S-4 leadership style).

As you use this model to help establish a climate where others can develop and maximize their contributions, keep in mind your responsibility to offer them a sense of accomplishment and to provide appropriate recognition for improved performance. Also remember that when performance is below standard, it may be because of situational factors beyond the control of the person or group. Unrealistic goals, inadequate information, and limited resources or technology or both, can all contribute to below standard performance.

The creative leader recognizes this and strives to overcome obstacles to performance improvement while developing the potential in people through "effective" leadership behavior.

LSI SCORES

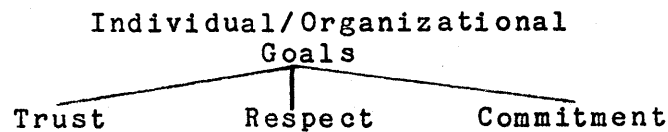
After the lecture on Situational leadership, the participants received their scores on the Leadership Style Indicator (LSI). The LSI score is based on information that is collected from

subordinates, peers, and supervisors of the persons attending the program. The persons scoring the participants were given a booklet describing four leadership styles: Encouraging, Coaching, Delegating and Structuring. The booklet describes in detail what is meant by each style. The scores for the participants range from 0 to 1.00. The closer the ratio is to 1.00 the more favorably the subordinates and peers see the participant as a leader. The participants also scored themselves using the same criteria as their subordinates and peers. The purpose of this information is for the participant to see how he or she is perceived by others, and how effective the participant is in each type of leadership style.

After lunch the participants were given a lecture on utilizing group resources and the importance of developing a creative climate.

UTILIZING GROUP RESOURCES

A "Creative Climate" increases the probability that individuals and organizations will successfully reach their goals. The cornerstones of a "Creative Climate" are mutual trust, respect, and commitment.



A "Creative Leader" must address fundamental issues of openness and influence, if mutual trust, respect, and commitment are to be cultivated. People are more alike than they are different; most people have concerns about openness and influence.

Openness How open and honest may I be in this situation? Will anyone use what I say against me? Will others be honest about their feelings and opinions? Are my goals compatible with the organization/others...can I freely express my wishes or fears?

If channels of communication are not open, we find pairing--people forming subgroups that protect and defend one another; or, isolation and withdrawal--keeping relevant facts, feelings and ideas to oneself by not speaking up or participating.

Influence Who will control what I do? Is this use of power acceptable; to be trusted? How much control will I have in this situation; how much do I want, need?

If the issue of power, control and influence is not resolved, you may find that people become defensive or turn to manipulation, resistance or open conflict. People generally want to know how they fit in, what is acceptable behavior, their roles, responsibilities, how they can contribute and what others expect from them. If these questions are not addressed, dependent or counterdependent behavior may result. To foster the development of trust, respect, and commitment the leader should communicate expectations and clarify priorities. To do this:

<u>Identify</u>	Performance Areas
<u>Determine</u>	Performance Standards
<u>Measure</u>	Performance Level
<u>Give</u>	Performance Feedback

As compatible goals are established and reached, mutual

trust, respect, and commitment grow. The "Creative Leader" communicates what is expected, provides the necessary resources, and includes other people appropriately in goal setting and problem solving.

If the leader and every member of his/her team use the following task and relationship activities as needed, commitment, creativity and productivity should increase.

Task Activities: Behaviors designed to get the assignment completed or decision made by organizing, directing, and structuring relevant information, resources and responsibilities.

1. Initiating
2. Information-giving
3. Information-seeking
4. Elaborating
5. Innovating
6. Problem-solving

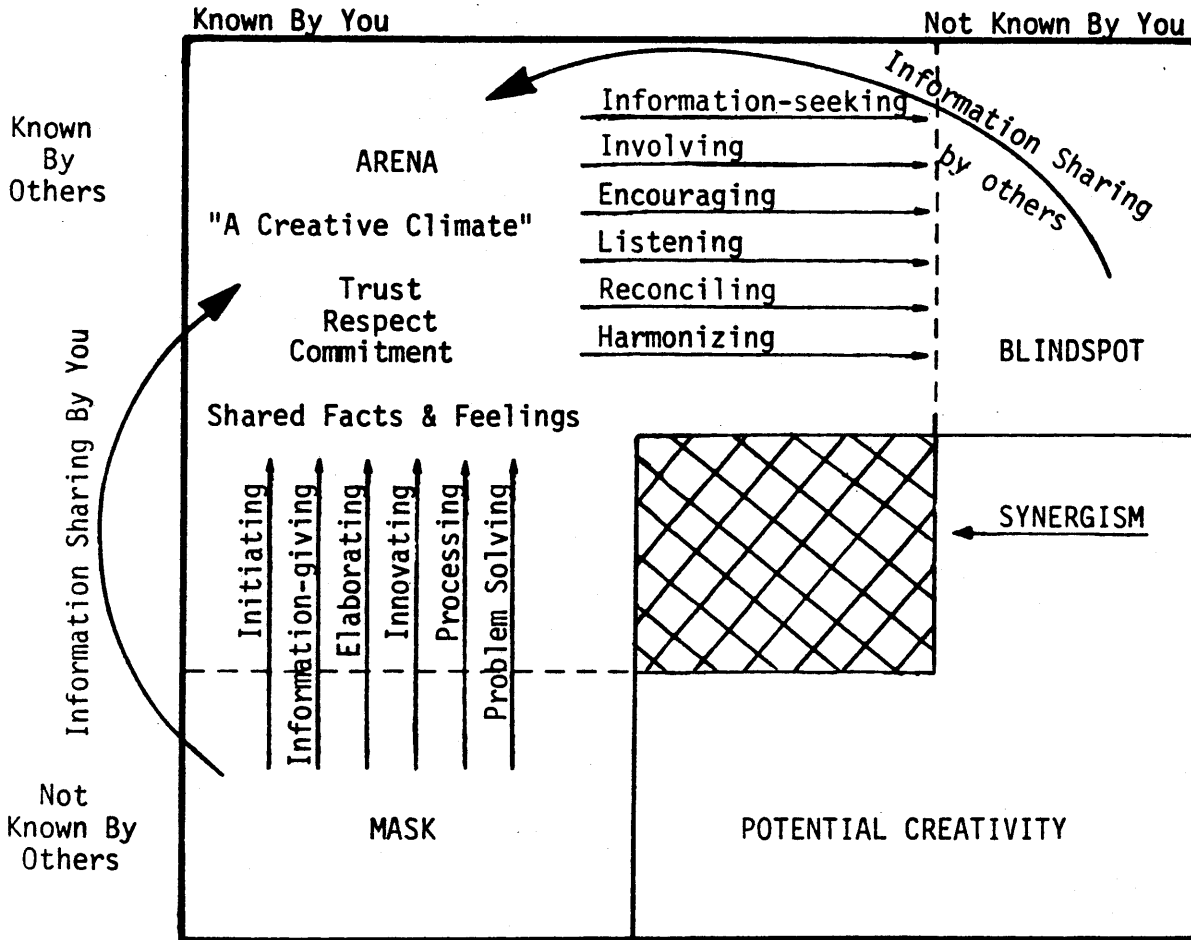
Relationship Activities: Behaviors designed to get the assignment completed or decision made by increasing the level of openness, cooperation and commitment.

1. Involving.

2. Encouraging
3. Listening
4. Processing
5. Reconciling
6. Harmonizing

If the leader, through policies, expectations, and behavior, establishes an environment where each person takes responsibility for doing these twelve tasks and relationship activities, then mutual trust, respect, and commitment will flourish. When these cornerstones are in place, a "Creative Climate" may exist and be maintained; thus, increasing the probability that mutually compatible goals will be reached and individuals can develop and maximize their contribution.

A CREATIVE LEADERSHIP WINDOW



Adapted from the Johari Window concept developed by Joe Luft and Harry Ingham.

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This lecture was followed by a role playing exercise called the Blizzard.

THE BLIZZARD

Again in groups of six the participants were asked to solve a problem. This particular problem was one of how to survive during a blizzard. The participants were given a description with: the estimated number of hours the storm would last, where they were located, and a list of items that they have available to them. Included in that list of items were blankets, a tire, shovel, shotgun, knife and a compass.

Each individual separately listed the items in order of most important to least important. Then in groups of six the participants had to list the items, as a group, in order of most to least important. The participants were instructed not to give up their order of items unless they were completely convinced by someone else's argument, that it made sense to do so. This exercise was video taped so that the participants could view it afterwards. The purpose of the exercise was to let people see how they interacted with others in a problem solving situation and to see how they could be more effective in future situations.

DAY 4 - WEDNESDAY

Wednesday began with a theory of innovative problem solving. The center suggests three types of creativity (1) generative creativity, the mountaintop experiences of Eiensteins, Bachs, Picassos (2) Applied creativity, how creativity can be used for solving problems and (3) natural creativity, everyone is born creative, but we all pass through an acculturation process that inhibits natural creativity.

The center's theory of the "Velvet rut" explains a common phenomenon in which people solve all problems using a single method of solution. The center argues that it is important to introduce innovative problem solving techniques to problems in order to get innovative solutions. The things that need to be changed for success in using applied creativity are: question established problem solving behavior, use innovative problem solving techniques, and an evaluation process that encourages a variety of solutions rather than just one. The center suggests a couple of methods of idea generation when beginning the process of problem solving, brainstorming and brainwriting. The participants were given exercises in both methods.

BRAINSTORMING AND BRAINWRITING

Each group of six was given two topics to work on, one by brainstorming the other other by brainwriting. One topic was glass beads. The participants were given a history of a glass bead manufacturing company and described its present uses for glass beads. The group was then told that the company has an over capacity and needs to find new uses for glass beads.

The second topic was marketing pantyhose to men. The groups were given a one page article that described how more and more men were wearing pantyhose. Outdoor workers and scuba divers were using them for warmth, athletes were using them because they could tape their legs over them and avoid painful hair pulling when it was removed. The task of the group was to find a way to market the pantyhose so that men would not feel ashamed to buy them. The center suggests that brainwriting be used in situations where people might be too inhibited to suggest ideas in an open forum such as brainstorming.

In sum, brainstorming is a verbal exercise where people shout out whatever comes into their heads. It is best utilized when working on issues where peer group pressure is likely to be a problem. Brainwriting is a written exercise in which one single piece of paper is passed around the table and people add to the list of ideas without saying anything verbally. Cross fertilization of ideas occurs as

each person sees other people's ideas on the paper. This exercise helps to eliminate peer group pressure which often causes the most innovative ideas to be held back.

DAY 5 - THURSDAY

The topic for Thursday was the Essentials of Feedback. The center believes that in order for feedback to be helpful to an individual, that person must: (a) understand the information, (b) be able to accept the information, and (c) be able to do something about the information. They suggest ten "shoulds" which if followed could make feedback more constructive.

- Present perceptions as perceptions and facts as facts.
- Refer to relevant performance, not the person.
- Use specific observable behavior, not general.
- Use established criteria.
- Use a set range of high-low when discussing performance.
- Use an established means of solution where possible.
- Avoid using emotional language.
- Only discuss issues the individual has control over.
- Deal with defensiveness before continuing feedback.
- Offer feedback in a manner which shows acceptance of the person receiving it.

For the person receiving the feedback the center suggests

that the person: listen carefully, note questions, paraphrase, ask for clarification if necessary, carefully evaluate what you have heard, get views from other people, use the feedback suggestions and then measure their outcome.

The center believes that it is important to manage or build attitudes and motivations of people within an organization. Feedback is only one element of what the center calls the Human Systems assignment. This Human Systems Assignment breaks down into several basic operations which logically can be assigned as primary responsibility of individual staff members.

At the same time some elements of the process cut across all specific tasks or operations and are concerned with building or managing attitudes and responses of the total work force. These elements are factors which affect motivations and response levels. They include attitudes, feelings of hope, optimism, interest, involvement, support, status and respect. Every element of a program operation should not only serve its own specific goal, but should be treated as an opportunity to manage or build attitudes and motivations.

Each staff member may become responsible, therefore, for a specific or basic operation, but must coordinate and cooperate with all others to contribute to and control the general motivational state.

In order to bring about and sustain a Human Systems change, the following things have to be done.

1. A system of participative involvement must be established. It must involve people at all levels, but in particular, must bring in lower level employees who are usually not involved.

2. A program of Human Systems improvement must be established. This effort will aim at evaluating and optimizing the operations of the Human System in order to maximize the extent to which it facilitates motivation and efficiency.

3. A program of supervisory development must be established and maintained. A Human Systems program cannot be maintained unless it can be integrated into the operations of ordinary daily management and supervision.

4. A program must be set up to locate and improve Operational/ Technological or Organizational/ Administrational systems which do not support an optimal Human System. This effort will establish controls to measure the effect of the change efforts.

The participants are able to use these suggestions for

feedback in a role playing exercise.

FEEDBACK TO FAMILY, PEER AND SUBORDINATE

The participants were split into groups of three, then each person was asked to give feedback to someone based on a description given to them. Three feedback situations were used: to a family member, a peer and a subordinate. The descriptions detail rather tense situations, the participants are asked to deal with the feedback situation in as constructive a way as possible. The center hoped to show the participants through this exercise how to give feedback that was motivating, and not a personal attack.

During the day the participants received their feedback summaries from the staff person at the center who had been observing them throughout the week. In addition the participants received feedback from other persons attending the program. Most of these meetings were held in private so I was not able to observe the feedback. However, Thursday evening a special dinner for the participants was held in a private room at the local Chinese restaraunt. At this dinner the participants gave some personal feedback on the program.

One of the staff members began the evening by sharing his feelings about the week long experience and how it was a learning experience for him. After his comments he asked

others to add their comments and feelings about the experience. As we went around the room each person told, rather emotionally, of the things that they had learned about themselves during the program.

Coming from an academic background in which so much time is spent in dialogue and writing and reflection, I was amazed at how precious the participants felt that this experience was. They appreciated the opportunity to discuss their jobs, careers, goals and frustrations with the staff and the other participants. Most people mentioned goals that they hoped to work on after the close of the program. Surprisingly the vast majority of the goals mentioned were concerned with personal issues such as making the effort to maintain valuable friendships. The participants were appreciative of the opportunity to attend the week long program, to get away from the stresses of the work environment. In fact most of the participants seemed starved of any method of reflecting and discussing their careers and work experiences with other managers.

From this rather emotional and rewarding experience I came away with a strong sense that time to get away from the office environment for introspection and dialogue with people outside the workplace is essential, if creativity and self growth are valued in the organization. It was clear to me that models were not what affected the participants most

strongly, but the experience of being able to talk about work issues in a non threatening environment, of being able to think about career objectives and personal values, and of being able to reflect on it all.

DAY 6 - FRIDAY

The agenda for Friday was goal setting and planning. The center sees goal setting as a process for deciding where one wants to go: what should be changed; identifying a desired result; maximizing opportunities. In order to be successful they suggest that an individual do a situational analysis: what are my strengths and weaknesses, what are my values and priorities. In addition a determination of objectives should be done: where do I want to go and what do I want to change. They feel that it is important that goals be specific and attainable in order for one to be committed to them.

The center encourages a step by step program for reaching goals: do measurable activities, have time deadlines for activities, know what resources are available to you, and know what activities have to be done in order to accomplish the final goal. The participants were asked to set goals for themselves, their families, their careers and their communities.

Once these goals were written down the participants assembled in groups of three and four to discuss their individual goals. As an individual described his or her

goal the team questioned them on the obstacles that they thought they might encounter and how they planned to overcome those obstacles. Some groups used role playing to act out situations in which they planned a confrontation with a boss or peer. Another important element that the center suggests for successful goal achievement is to discuss goals with another person, someone who will be supportive and encouraging. The staff offered the center as a resource and welcomed continued communication with the participants. The program closed with an evaluation of the program which would be used to help develop the program to meet more needs of the participants.

**CRITIQUE OF LEADERSHIP
DEVELOPMENT PROGRAM.**

In the introduction of this paper I asked a question: how should a leadership training program be set up that could develop leaders that were a mixture of a managerial leader; skilled in resource allocation, does analysis with data and facts, and an inspirational leader; inspires the followers, encourages creativity, takes risks, challenges norms and has a vision of a better future? Now that I have described a one week management/leadership development program I shall incorporate some of the ideas that are important for developing inspirational leadership. I believe that it is a combination of managerial and inspirational leadership traits that creates the most well rounded leaders. Therefore it is important that a management - leadership training program incorporate into its program some of the ideals of inspirational leadership. I shall use a few examples to illustrate how meshing some traits of both leadership styles can create a better breed of leaders.

The management theories taught at the center suggest the use of models to solve issues and problems. The eight phases of Creative leadership and Situational leadership styles are just two of the models that are designed to eliminate conflict from the work environment by analysing the data and assessing the situation through established formulas. What was lacking from this management program was a sense that the models were limited in their use. There was no sense that conflict could be useful if managed properly. Conflict

is at the root of creativity, and creativity is essential to the success of any organization or group. Therefore I would suggest that leadership development programs introduce models to help reduce uncertainty and manage or resolve conflict, but not to make leaders afraid of conflict.

The role playing exercises emphasized the use of the models developed in the lectures. A suggestion would be to use the role playing exercises to illustrate how conflict that is managed properly can lead to creative solutions to problems. A training program should encourage participants to challenge established norms (a source of conflict) in order to discover innovative ideas and solutions. It is a risk for a training program to take on the task of challenging norms, but it is the most appropriate place if inspirational leaders are to be developed.

In sum, a well developed leadership training program should use models for analysis to help solve conflicts, but should also teach participants to see conflict as often being useful to the creation of innovative solutions. Furthermore, training programs should illustrate through role playing how to bring out creativity from conflict.

Another example of how meshing inspirational with managerial leadership traits is in goal setting versus having a vision. The managerial leadership training program emphasized goal

setting as a major step in achieving one's purpose. At the center they believe that if you don't know where you are going you will probably end up somewhere else.

The managerial notion of goal setting involves deciding what change needs to be made and making a commitment to accomplish that change. Goals should be stated in operational terms in which the outcomes will be observable, measurable and specific. This description of goal setting is important to achieving a task, but it is not the only consideration when looking at the larger picture. The inspirational leader has as a major force, vision. This vision of a better future or a new idea, often means challenging norms and traditional expectations.

Martin Luther King for example, broke the stereotyped norm that Blacks could not get civil rights in the South. He worked from his vision of an equal society by setting measurable goals (e.g. boycotting the bus service therefore reducing profits and thus showing the importance of Black patronage and therefore having to offer equal seating arrangements for all patrons). Without Martin Luther King's vision first, the goals would have never been realized because established norms would have prevented progress. It is the combination of vision, from inspirational leadership and goal setting, from managerial leadership that should be presented as partners in leadership development

programs.

A third example illustrating the need to create an alliance between managerial and inspirational leadership traits is in their different styles of reeducation. The managerial style uses seminars and workshops such as the one used in this study. These seminars offer an update on various new styles of management, such as participative management. These workshops offer the participants an opportunity to talk with other managers about different styles and theories of management. It allows the manager to stay up to date with innovative new styles of management.

The inspirational leadership style uses a different type of reeducation process reflection, retreat and introspection. This process is different from the seminars and workshops in that it does not have a defined structure to it. Introspection is essential to the development of a persons vision. It is by coming to know oneself and one's dreams that visions are born. It is difficult to process one's inner thoughts in the structure of the work place or even a workshop, unless there is some time specifically set aside for reflection. I don't mean a couple of hours, but a whole day or two in which a person can have peace and solitude in which they can nurture their vision of a better future.

I think that a leadership training program such as that

offered at the center could benefit immensely from incorporating a day or so for reflection without any lecture or role playing. This period of introspection might be best placed after the lectures and role playing but before the goal setting session. This would allow participants to synthesize the new information from the seminar into their own mind set. It would be an opportunity to look at the larger picture, to get away from the everyday concerns of the office or the organization.

A final example to promote the linkage between inspirational and managerial leadership ideals, is the notion of dealing with the employees or group member holistically or by their first priority of need. The center emphasizes Alderfer's theory of needs. This theory says that people have three basic needs, subsistence, growth and relatedness, although we use all three only one is prominent at a time. This theory is very different from that of the inspirational leader who has to deal with people's needs in a more holistic manner. Once again a look at Martin Luther King illustrates how the vision that he was committed to was holistic in approach. His dream was one of equality socially for Blacks and whites (relatednes), equality economically in the job market (subsistence), and equality of education (growth). He wanted all these equalities granted as a package because everyone consists of these three basic needs, growth, relatedness and subsistence. If

he had appealed simply to people's economic needs he would not have been nearly as powerful and inspirational leader as he was.

The reason that I use Martin Luther King as an example is because he is one of the few leaders in our time that was able to transform not only the Black population, but whites as well. He transformed a social ill into a strong people's movement through his commitment to his vision and by being an example to his followers. Although most managers are not called to be as dedicated and committed as Martin Luther King, they should take notice of his inspirational impact on people. He worked from his vision to help satisfy the three basic human needs of his followers. Managers cannot ignore the other needs of their workers because all three needs work in conflict and harmony with one another. In other words each person has to be dealt with holistically. The manager may not be able to solve all the needs of the worker but should be understanding of how the needs motivate the worker. It is through the commitment of the leader and holistic treatment of the followers that brings about a transformation. The transformation occurs when a follower or employee understands how his or her task is essential to the achievement of the goals of the organization or company, and that the leader is committed to the followers and the organization.

Therefore, a leadership training program should emphasize the importance of understanding how the three basic human needs that are operating in people and to try to deal with the employee or group member in a holistic manner.

RECOMMENDATIONS

SHORT TERM RECOMMENDATIONS FOR THE LEADERSHIP DEVELOPMENT
PROGRAM AT THE CENTER FOR CREATIVE LEADERSHIP.

The following recommendations are suggested in the light of my purpose to help develop a training program that can combine the traits of managerial and inspirational leadership to create transforming leadership.

The first recommendation is that the center not emphasize the use of models so strongly. The message that seems to be coming across, perhaps not intentionally, is that use of the models can solve almost any problem that a manager might encounter. In particular the lecture on the 8 Phases of Creative Leadership was unenlightening to most of the participants that I spoke with. It would be useful to read the information on the 8 Phases but not to spend valuable time expounding on the theory.

Another model, Situational Leadership, seemed to ignore the basics on which the theory must depend: that no matter what the situation the leader has to have the respect of his or her followers. Without respect the leader is powerless to effect lasting change. There was no real discussion of this notion in the sessions, and I feel that it is important to the message that the center gives the participants.

The second recommendation is that the center develop lectures and exercises that stress using conflict in a creative and useful way. From what I saw there was no mention of conflict as a tool to inspire creativity. By not dealing with the positive and negative aspects of conflict the program seemed to overlook an essential part of leadership training. One main ingredient for causing conflict is challenging existing norms and established routines yet, this is where innovation occurs. The program should deal with this issue openly: if you want to be creative you have to be willing to question existing paradigms and that will cause conflict. The center could be most useful in helping participants to develop ways to deal positively with the conflict in order to reap its beneficial potential.

The third recommendation is that the center encourage participants to develop a vision from which their goals will come. The idea of vision should be discussed as a look into the future, of things not yet discovered. The program as it is stresses the importance of setting goals. I would suggest that the center include in this section a discussion of how vision is important to creativity. Everyone has a dream or vision within themselves, but it takes a great deal of time for reflection in order to come to an understanding of one's own vision.

The fourth recommendation is that the center allot at least four hours on the schedule for quiet time. This time for reflection should be positioned at two times, after the LSI scores are returned to the participants and after their personal feedback sessions. The comments at the Thursday dinner indicated the importance and the rarity of time dedicated solely to introspection. The center should set an example for the participants so that when they leave, they have had some time to reflect on their lives. This in itself is a worthwhile benefit to the participants.

The fifth recommendation is that the center do some serious recruiting to diversify the participants. The week that I observed there were only 4 women out of 24 participants, and one of the women represented the only Black as well. Most of the participants were in the corporate management field. I feel that this homogeneity is detrimental to the future success and growth of the center. The Diversity of participants would add some new insights to the program and would be a great challenge to the staff at the center. I think that a group of academics, medical doctors or church leaders attending the program would probably not be as easily wowed as the managers. I say this because these professions are less able to be simplified by models and formulas. The program needs to be designed to appeal to more than just managers if it is to be a leadership development program in the broader sense of the word.

The center 's program is an excellent program, its benefits far outweigh its faults. My big concern is that the center not get sidetracked on only the managerial aspects of leadership. A great way to get some new insights on the possibilities for the program is to invite a diverse group of people from many fields and places to attend a leadership development program. Then take their suggestions and evaluations and use them to generate some new directions in a more worldly view of leadership.

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