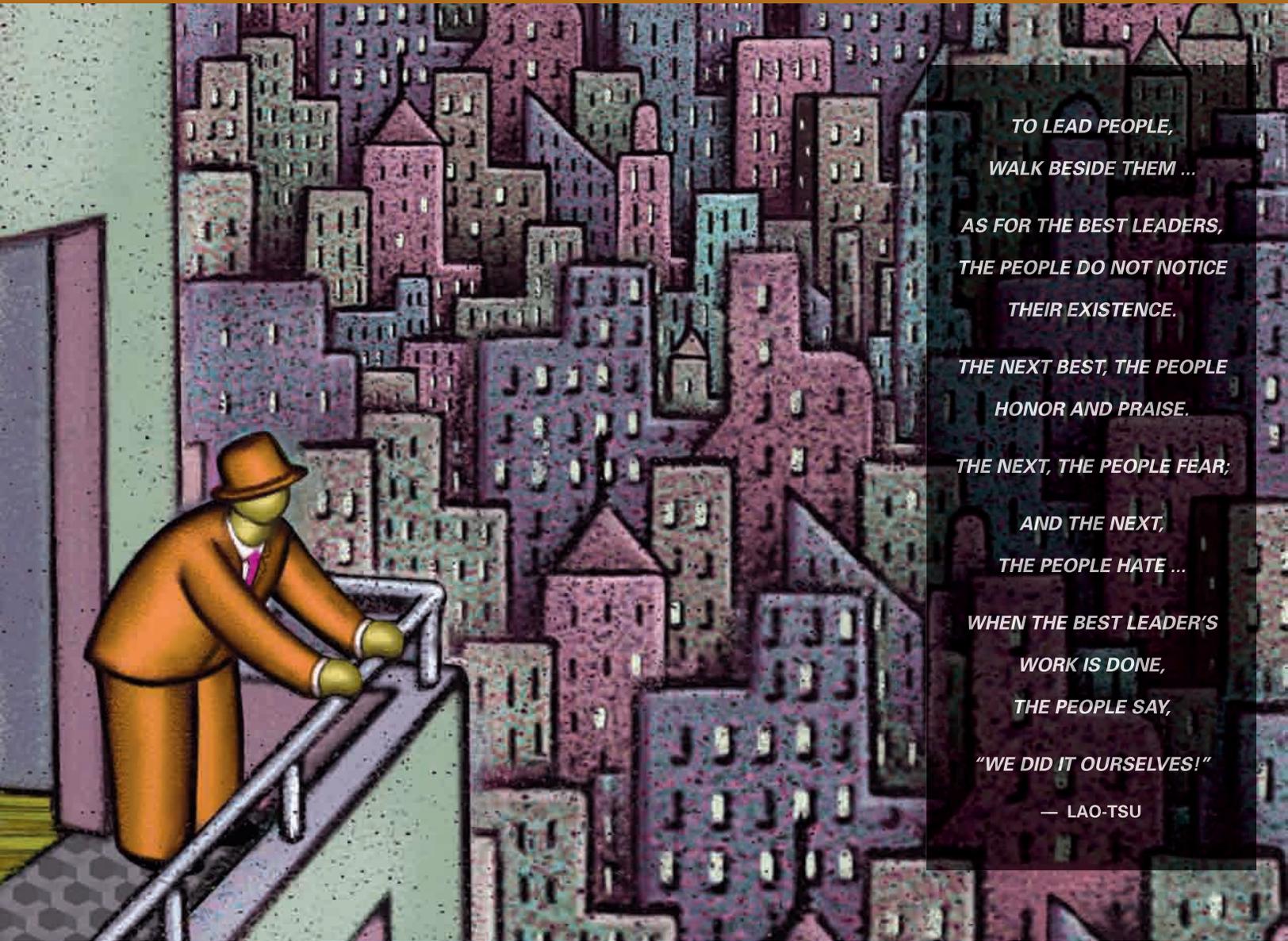


Launching Your Career: A Practitioner's Guide to Leadership



*TO LEAD PEOPLE,
WALK BESIDE THEM ...*

*AS FOR THE BEST LEADERS,
THE PEOPLE DO NOT NOTICE
THEIR EXISTENCE.*

*THE NEXT BEST, THE PEOPLE
HONOR AND PRAISE.*

THE NEXT, THE PEOPLE FEAR;

*AND THE NEXT,
THE PEOPLE HATE ...*

*WHEN THE BEST LEADER'S
WORK IS DONE,
THE PEOPLE SAY,
"WE DID IT OURSELVES!"*

— LAO-TSU

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*MEN MAKE HISTORY AND NOT THE OTHER WAY
AROUND. IN PERIODS WHERE THERE IS NO
LEADERSHIP, SOCIETY STANDS STILL. PROGRESS
OCCURS WHEN COURAGEOUS, SKILLFUL LEADERS
SEIZE THE OPPORTUNITY TO CHANGE THINGS FOR
THE BETTER. — HARRY TRUMAN*

Published by IEEE-USA

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Edited by Georgia C. Stelluto, IEEE-USA Publishing Manager.

Cover design and layout by Josie Thompson, Thompson Design.

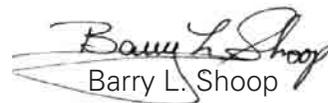
This IEEE-USA publication is made possible through funding provided by a special dues assessment of IEEE members residing in the United States.

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PROLOGUE

I consider myself to be a student of life. Throughout my professional career, I have had the opportunity to study leadership theory, practice leadership techniques in a fairly wide variety of roles and circumstances, and reflect on the successes and failures of these experiences. In the mid-1990s, colleagues from the Optical Society of America asked me to publish my thoughts on how to run an effective meeting. Later, IEEE colleagues asked me to give a series of presentations on effective leadership. This book is a compilation of insights from numerous scholarly references and my personal leadership experiences. This book is not intended to be exhaustive in its coverage, but instead to provide a starting point for those interested in becoming more effective leaders by stimulating thought, motivating practice, and inspiring reflection.

I want to thank Chris Brantley, Managing Director of IEEE-USA, and John W. Meredith, Past IEEE-USA President, for their suggestion and encouragement in writing this book. I owe a huge debt of gratitude to my family for their endless encouragement, tolerance, support and love. My wife, Linda, has been at my side for many years, and she has graciously tolerated my passion for volunteerism that has routinely taken me away from home on weekends and holidays. My son Brandon and daughter Aubrey have taught me humility and so much about life in general, and they have kept me young at heart.



Barry L. Shoop

OUR CHIEF WANT IS SOMEONE WHO WILL INSPIRE US TO BE WHAT WE KNOW WE COULD BE.

— RALPH WALDO EMERSON

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INTRODUCTION

Leadership can be defined as an individual's ability to influence, motivate and enable others to contribute toward the effectiveness and success of organizations of which they are members¹. Leadership is not dependant on title or formal authority. All too often, we think of leadership as something we will develop and apply later rather than earlier in our careers. This choice applies to both leadership within our chosen technical discipline and leadership of our profession. In the early stages, most people naturally focus on the technical aspects of their career. They begin their careers applying the technical disciplinary knowledge and skills they acquired in college and focus on those aspects that will ensure promotion, tenure and success early in their career. *But leadership should be considered and fostered early and often throughout our entire professional career.*

BACKGROUND

Leadership has been studied, discussed and debated across a wide variety of disciplines for centuries. Numerous books, articles and self-improvement courses have been written and developed on the subject — so many that someone interested in the broad subject of leadership might at first be discouraged. The purpose of this book is not to be exhaustive, but instead to provide a practical guide to leadership, while providing references to some of the seminal works that form the foundation for both the theory and practice of leadership.

This book contains a mixture of traditional and non-traditional topics associated with leadership. Leadership development, leadership theories, leadership traits, and differences between leaders and managers are subjects traditionally found in texts on leadership. Team composition, diversity of opinion, understanding individual and group dynamics, and meetings are not subjects traditionally found in leadership texts. Because this book is intended for practitioners, the topical diversity is intended to provide practical insights and applications of leadership theory.

*NEVER TELL PEOPLE HOW TO DO THINGS. TELL THEM WHAT TO DO AND THEY WILL SURPRISE YOU
WITH THEIR INGENUITY. — GEORGE PATTON*

¹R. J. House, *Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies*, SAGE Publications, Thousand Oaks, 2004.

LEADERSHIP DEVELOPMENT

Effective leaders are made not born. If you have the desire and willpower, you can become an effective leader. Effective leaders develop through a continuous process of self-study, education, training, experience and reflection. Although your position may give you the authority to accomplish certain tasks and objectives in your organization — power, position, or authority does not make you a leader. It simply makes you the boss. Figure 1 describes a cycle of development that can help you learn and improve effective leadership skills.

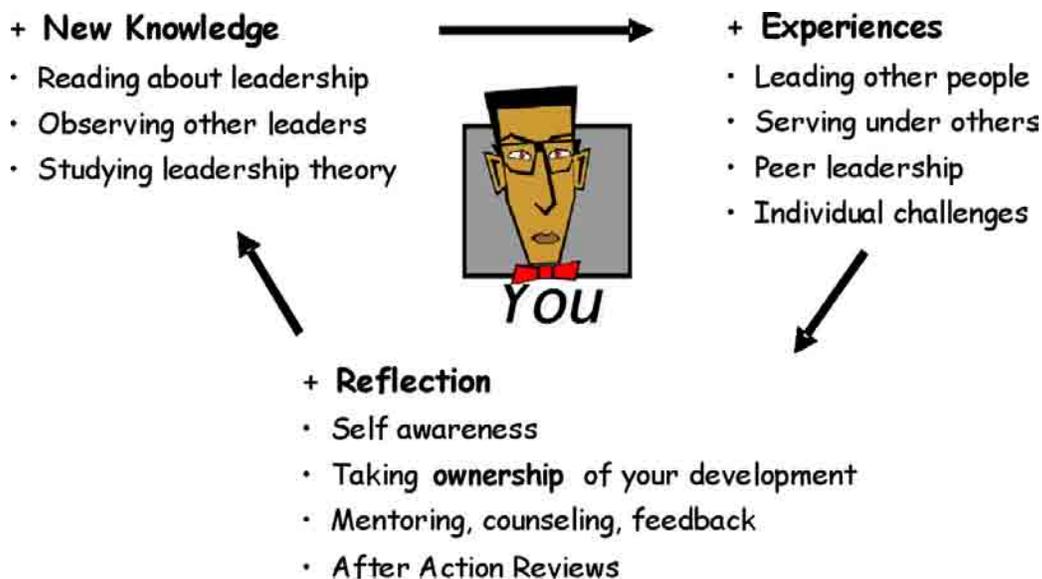


Figure 1: Process for developing effective leadership skills

Through this process, you acquire new knowledge about leadership theory and application, gain leadership experience, and then reflect on the new knowledge and experiences to improve your leadership skills. To be effective, this developmental cycle should continue throughout your entire career — effective leaders are life-long learners! First, acquire new knowledge about the theory and application of leadership. Such study involves reading articles and books on leadership, studying leadership theory, and observing other leaders.

*LEADERS AREN'T BORN THEY ARE MADE. AND THEY ARE MADE JUST LIKE ANYTHING ELSE,
THROUGH HARD WORK. AND THAT'S THE PRICE WE'LL HAVE TO PAY TO ACHIEVE THAT GOAL,
OR ANY GOAL. — VINCENT LOMBARDI*

You can gain tremendous insights from observing both effective and ineffective leaders! Leadership experience is equally important in developing effective leadership skills. Leadership experience at work, in volunteer organizations, and in professional societies provides the opportunity to practice the leadership theory and new knowledge acquired during the first phase of the developmental process. Reflection is arguably the most important element in this overall developmental process. Conducting an honest inventory of one's leadership strengths and weaknesses, and then reviewing your leadership experiences through the lens of the newly acquired knowledge, will help you further refine your leadership skills. This developmental cycle continues throughout your entire career.

LEADERSHIP THEORIES

In his book *Leadership*², J. M. Burns noted that “we know all too much about our leaders, but far too little about leadership.” A number of different theories exist on leadership. In 1847, T. Carlyle developed the **Great Man Theory**, which suggests that leadership is inherent and that great leaders are born. He claimed that only those individuals with nearly heroic qualities could ever emerge as leaders. In the early-to-mid 1900s, the **Trait Theory** suggested that specific traits are important for effective leaders. Here, natural leaders were believed to possess certain physical traits and personality characteristics differentiating them from non-leaders. In his 1947 review of traits of military leaders, W. O. Jenkins³ concluded that traits were important, but the specific situation determined which traits were the most important, and that *expertise* separated leaders from followers. Later, R. M. Stogdill⁴ conducted a similar study of non-military leaders, reinforcing Jenkins' conclusions. Around the same time, M. Weber⁵ expanded trait theory with the development of **Charismatic Leadership**, suggesting that leaders emerge in a time of crisis due to their inherent charisma. **Situational Theory** followed, offering that different leadership styles are more appropriate for certain types of decision-making. Here, the emergence of a leader is the result of time, place and circumstance. **Behavioral Theories** are based on the premise that leadership can be learned. **Participative Theory**, sometimes referred to as **Democratic Leadership**, suggests that the ideal leadership style is one that takes input from others into account. In participative leadership, leaders encourage participation — ensuring an organization's members participate in the decision-making process. **Transformational Leadership** suggests that leaders ask followers to set aside their personal interests for the good of the group or organization. The leader focuses on the followers' needs and input to transform everyone into a leader by empowering and motivating them.

²J. M. Burns, *Leadership*, New York: Harper & Row, 1978.

³W. O. Jenkins, “A review of leadership studies with particular reference to military problems,” *Psychological Bulletin*, vol. 44, pp. 54-79, 1947.

⁴R. M. Stogdill, “Personal factors associated with leadership: A survey of the literature,” *Journal of Psychology*, vol. 25, pp. 35-71, 1948

⁵M. Weber, *Theory of Social and Economic Organization*, “The Nature of Charismatic Authority and its Routinization” translated by A. R. Anderson and Talcot Parsons, 1947.

B. M. Bass⁶ identifies three basic ways to explain how people become leaders. The first two explain leadership development for a very small number of people, while the third describes how the majority become effective leaders.

1. **Trait Theory.** Some personality traits may lead people naturally into leadership roles.
2. **Great Events Theory.** A crisis or important event may cause a person to rise to the occasion, bringing out extraordinary leadership qualities in an ordinary person.
3. **Transformational Leadership Theory.** People can choose to become leaders and can learn leadership skills. It is the most widely accepted theory today.

Transformational leadership theory suggests that if we choose to become a leader or desire to become a better leader, then leadership skills can be learned. It is through the study of leadership theories, the practical application of leadership styles and techniques in a variety of leadership roles, and reflection on those experiences that we become more effective leaders.

PRINCIPLES OF LEADERSHIP

The basis of good leadership is honorable character and selfless-service to your organization. Your leadership is everything you do that affects the organization's objectives, and the well-being of those that follow you. Respected leaders concentrate on who they are [**be**] (such as beliefs and character); what they [**know**] (such as job, tasks and human nature); and what they [**do**] (such as implementing, motivating and providing direction).

To help you *be*, *know* and *do*; you should study and use the following eleven principles of leadership⁷:

1. **Know yourself and seek self-improvement** — To know yourself, you have to understand your own attributes. Seek self-improvement; continually refine your leadership skills. You can accomplish these goals through self-study, formal classes, reflection, practice and interacting with others.
2. **Be technically proficient** — As a leader, you must know your job and those of your subordinates.

THE PRICE OF GREATNESS IS RESPONSIBILITY. — WINSTON CHURCHILL

⁶B. M. Bass, *Stogdill's Handbook of Leadership: A Survey of Theory and Research*. New York: Free Press, 1989.

⁷U.S. Army Handbook, *Military Leadership*, 1973.

3. **Seek responsibility and take responsibility for your actions** — Search for ways to guide your organization to new heights. When things go wrong, take responsibility and do not blame others. Analyze the situation, take corrective action, and move on to the next challenge.
4. **Make sound and timely decisions** — Use good problem-solving, decision-making and planning tools.
5. **Set the example** — Be a good role model. Don't do only what you are expected to do, but also let others see you set the example for going beyond what is expected of you.
6. **Know your people and look out for their well-being** — Know human nature, and value the importance of sincerely caring for your people.
7. **Keep everyone informed** — Know how to communicate, not only with your subordinate, but also with seniors and other key people.
8. **Develop a sense of responsibility in those you lead** — Help those you oversee develop good character traits that will help them carry out their professional responsibilities.
9. **Ensure that tasks are understood, supervised and accomplished** — Communication is the key to this responsibility.
10. **Train as a team** — Although many so-called leaders call their organization, department, or section a team, they are not really teams — they are really a group of people doing their jobs.
11. **Use the full capabilities of your organization** — By developing team spirit, you will be able to lead your organization, department, or section to its fullest capabilities.

The following suggests a leadership framework based on the Be-Know-Do philosophy:

- **BE** a professional — Be loyal to the organization, perform selfless-service, take personal responsibility
- **BE** a professional who possess good character traits — honesty, competence, candor, commitment, integrity, courage

*THE TASK OF THE LEADER IS TO GET HIS PEOPLE FROM WHERE THEY ARE TO
WHERE THEY HAVE NOT BEEN. — HENRY KISSINGER*

- **KNOW** the four factors of leadership — follower, leader, communication and situation
- **KNOW** yourself — strengths and weakness of your character, knowledge and skills
- **KNOW** human nature — human needs, emotions and how people respond to stress
- **KNOW** your job — be proficient, and be able to train others in their tasks
- **KNOW** your organization — where to go for help, its climate and culture, who the unofficial leaders are
- **DO** provide direction — goal-setting, problem-solving, decision-making, planning.
- **DO** implement — communicating, coordinating, supervising, evaluating
- **DO** motivate — develop esprit in the organization, train, coach, counsel

Being an effective leader will serve you well throughout your entire professional career. Regardless of where you are in your organizational structure, effective leadership can make you a more effective contributor and can make your organization more productive. Practicing your leadership skills in volunteer positions in your professional societies will contribute to and strengthen the entire profession.

LEADERSHIP TRAITS

A trait is a distinguishing characteristic or quality. It is instructive to identify and consider those traits that distinguish an effective leader. A number of traits⁸ can be attributed to effective leaders:

- Vision — Set the course and have the conviction to follow-through
- Goals — Establish achievable goals

*LEADERSHIP IS A COMBINATION OF STRATEGY AND CHARACTER. IF YOU MUST BE WITHOUT ONE,
BE WITHOUT THE STRATEGY. — H. NORMAN SCHWARZKOPF*

⁸R. Findlay, "Some Thoughts on Leadership", 2004 Region 1 Summer Training Workshop, Sturbridge, MA

- Passion — Maintain a positive outlook, be passionate about goals
- Integrity — Know your strengths and weaknesses
- Honesty — Earn the trust of the followers
- Curiosity — Leaders are learners
- Risk — Take calculated risks and learn from mistakes
- Dedication — Commitment to the cause
- Charisma — Maturity, respect, compassion, and a sense of humor
- Listening — Effective leaders actively listen

In *The Leadership Challenge*⁹, J. M. Kouzes and B. Z. Posner identify what they considered to be the five most important leadership traits:

1. **Honesty** — Display sincerity, integrity and candor in everything you do. Deceptive behavior will not inspire trust.
2. **Forward-Looking** — Set goals and have a vision of the future. Ensure that this vision is communicated and understood throughout the organization. Effective leaders envision what they want and how to get it. Priorities are developed to realize this vision.
3. **Competency** — Actions and decisions should be based on reason and moral principles. Be circumspect about information and do not make emotional decisions.
4. **Inspiring** — Display confidence in all that you do. By showing endurance in mental, physical and spiritual stamina, you will inspire others. If you are the leader – take charge!
5. **Intelligence**. Be technically proficient. Read, study and seek challenging assignments.

Since traits are visible characteristics or qualities, it is important for leaders to “talk-the-talk” but more important to “walk-the-walk.”

LEADERSHIP AND LEARNING ARE INDISPENSABLE TO EACH OTHER. — JOHN F. KENNEDY

⁹J. M. Kouzes and B. Z. Posner, *The Leadership Challenge*, John Wiley & Sons, 2002.

MANAGERS AND LEADERS

In many organizations, the words *leader* and *manager* are used interchangeably and synonymously. Many simplistically characterize the senior managers in an organization as the leadership of the organization. It is important to make a distinction between these two nouns, and understand the difference between a leader and a manager. The dictionary defines:

Leader – noun, (1) A person who is followed by others. (2) The horse placed at the front in a team or pair.

Manager – noun, (1) A person controlling or administering a business or a part of a business. (2) A person regarded in terms of skill in household or financial or other management.

Important distinctions exist between a manager and a leader that deserve further consideration.

In the book *On Becoming a Leader*,¹⁰ Warren Bennis described a dichotomy between managers and leaders and drew twelve distinctions between the two groups:

- The manager **administers**; the leader **innovates**.
- The manager is a **copy**; the leader is an **original**.
- The manager **maintains**; the leader **develops**.
- The manager focuses on **systems and structure**; the leader focuses on **people**.
- The manager relies on **control**; the leader inspires **trust**.
- The manager accepts **reality**; the leader **investigates** it.
- The manager has a **short-range** view; the leader has a **long-range** perspective.
- The manager asks **how and when**; the leader asks **what and why**.
- Managers always have their eyes on the **bottom line**; leaders have their eyes on the **horizon**.

MANAGEMENT IS DOING THINGS RIGHT; LEADERSHIP IS DOING THE RIGHT THINGS.

— PETER F. DRUCKER

¹⁰W. Bennis, *On Becoming a Leader: The Leadership Classic*, Da Capo Press, 2003.

- The manager **imitates**; the leader **originates**.
- The manager **accepts the status quo**; the leader **challenges it**.
- The manager is the classic **good soldier**; the leader is his or her **own person**.
- The manager **does things right**; the leader **does the right thing**.

“There is a profound difference between management and leadership, and both are important. To manage means to bring about, to accomplish, to have charge of or responsibility for, to conduct. Leading is influencing, guiding in a direction, course, action, opinion. The distinction is crucial.”

— Warren Bennis

TEAM COMPOSITION AND DIVERSITY OF OPINION

When you build a team it is important that you strive to achieve diversity, in its broadest definition. First, you should see that the team represents the rich diversity of your stakeholders or constituents. This ensures that the breadth of views and concerns from your constituency are fully-represented. You should also include a diversity of perspectives on your team. Your team should include individuals with strong convictions, both for and against, and don't be afraid of including those known as being abrasive and outspoken. While these members can create a challenge to running effective meetings of the group, their vocal perspective often causes the entire group to think more critically about the problem, often resulting in a better and more defensible outcome. What you want to avoid at all costs is a group of “yes men.” All too often, it is easier to build a team with members who have similar perspectives because the meetings will be less controversial — and in some cases the conclusions are a known priori. However, scrutinizing the results from such team compositions will quickly identify the flaws — and jeopardizes both leader and committee credibility. The most effective and defensible results come from genuine debate, with all possible perspectives and alternatives being considered. Finally, you should include individuals with the specific technical expertise necessary to give recommendations from this group credibility.

*WHOEVER IS CARELESS WITH THE TRUTH IN SMALL MATTERS CANNOT BE TRUSTED WITH
THE IMPORTANT MATTERS. — ALBERT EINSTEIN*

UNDERSTANDING INDIVIDUAL AND GROUP DYNAMICS

Understanding individual and group dynamics is important to effectively and efficiently leading a group. There are a number of ways you can identify and understand individual and interpersonal group dynamics. If you will lead a group over an extended period of time, consider the Myers-Briggs Type Indicator (MBTI) instrument. While not definitive, this instrument can provide you with insights about members of your group, allowing you to better understand your group members. The MBTI assessment is a psychometric questionnaire designed to measure psychological preferences in how people perceive the world and make decisions¹¹. The MBTI preferences are based on the well-known research originated by Carl Gustav Jung, as published in his 1923 book *Psychological Types*.¹² The original developers of the personality inventory were Katharine Cook Briggs and her daughter, Isabel Briggs Myers. The definitive published source of reference on the Myers-Briggs Type Indicator is The MBTI Manual¹³ produced by Consulting Psychologists Press (CPP, Inc.). The MBTI assessment instrument is composed of a 126 item questionnaire. A popularized source of the model, with an original test, can be found in *Please Understand Me* by David Keirsey.¹⁴

The theory of Personality Types contends that:

An individual is either primarily **E**xtraverted or **I**ntroverted

An individual is either primarily **S**ensing or **i**Ntuitive

An individual is either primarily **T**hinking or **F**eeling

An individual is either primarily **J**udging or **P**erceiving

*PULL THE STRING, AND IT WILL FOLLOW WHEREVER YOU WISH.
PUSH IT, AND IT WILL GO NOWHERE AT ALL. — DWIGHT D. EISENHOWER*

¹¹I. Briggs Myers with P. B. Myers, *Gifts Differing: Understanding Personality Type*. Mountain View, CA: Davies-Black Publishing, 1980, 1995.

¹²C. G. Jung, "Psychological Types", *Collected Works of C. G. Jung*, vol. 6, Princeton University Press, 1971.

¹³I. Briggs Myers, M. H. McCaulley, N. L. Quenk, and A. L. Hammer, *MBTI Manual (A guide to the development and use of the Myers Briggs type indicator)*. Consulting Psychologists Press; 3rd edition, 1998.

¹⁴D. Keirsey and M. Bates, *Please Understand Me: Character and Temperament Types*. Del Mar, California: Prometheus Nemesis.

The possible combinations of these basic preferences form sixteen different Personality Types, identified in Table 1.

ISTJ Introverted Sensing with auxiliary extraverted Thinking	ISFJ Introverted Sensing with auxiliary extraverted Feeling	INFJ Introverted iNtuition with auxiliary extraverted Feeling	INTJ Introverted iNtuition with auxiliary extraverted Thinking
ISTP Introverted Thinking with auxiliary extraverted Sensing	ISFP Introverted Feeling with auxiliary extraverted Sensing	INFP Introverted Feeling with auxiliary extraverted iNtuition	INTP Introverted Thinking with auxiliary extraverted iNtuition
ESTP Extraverted Sensing with auxiliary introverted Thinking	ESFP Extraverted Feeling with auxiliary introverted Feeling	ENFP Extraverted iNtuition with auxiliary introverted Feeling	ENTP Extraverted iNtuition with auxiliary introverted Thinking
ESTJ Extraverted Thinking with auxiliary introverted Sensing	ESFJ Extraverted Feeling with auxiliary introverted Sensing	ENFJ Extraverted Feeling with auxiliary introverted iNtuition	ENTJ Extraverted Thinking with auxiliary introverted iNtuition

Table 1: Sixteen Myers-Briggs Type Indicator Personality Types

To better understand each of the different Personality Types, consider a brief description of each:

- **Extraverted** or **Introverted** describes an individual’s **flow of energy**, and defines how they receive the essential portion of stimulation. If we receive this energy predominately from within ourselves, we are characterized as **Introverted**. If this energy comes predominately from external sources, we are **Extraverted**.
- **Sensing** or **iNtuitive** describes how we prefer to **take-in information**. If we rely on our five senses to take in information, we are considered **Sensing**. If we rely more on instincts, we are considered **iNtuitive**.
- **Thinking** or **Feeling** describes how we prefer to **make decisions**. If we are prone to decide things based on logic and objective consideration, we are characterized as **Thinking**. Those who base their decisions on personal, subjective value systems are considered **Feeling**.
- Finally, **Judging** and **Perceiving** describes our preference of how we deal with the external world on a **day-to-day basis**. Those who are organized and purposeful, and more comfortable with scheduled, structured environments are described as **Judging** while those who are flexible and diverse, and more comfortable with open, casual environments are considered **Perceiving**.

WHAT YOU CANNOT ENFORCE, DO NOT COMMAND. — SOPHOCLES

Learning about other people's Personality Types helps us to understand the most effective way to communicate with them, and how they function best. As a leader, this insight allows you to better understand the members of your team and shape activities to take advantage of each member's strengths.

As a broad generalization, most scientists and engineers are introverts — preferring to sit-back, listen and deliberately think-through their response. Extroverts tend to develop their opinions and responses by talking out-loud.

MEETINGS

Have you ever attended a meeting that did not have a clearly defined agenda, seemed to drag-on forever, rambled from topic-to-topic, and ended without any apparent result? We have all experienced this type of meeting and have come to abhor them. They can be tremendously frustrating to those who attend and can waste one of the most valuable resources of any organization — time. Some psychologists and students of human nature believe that meetings satisfy a tribal gathering instinct deeply ingrained in the human psyche. Others believe they add a social dimension, giving employees a sense of belonging to the organization. In any regard, meetings are a fact of life and in the majority of cases, a necessity. However, ill- prepared and ineffective meetings do not need to be the norm.

One misconception is that meetings are exclusively the purview of managers. Make no mistake, at some point everyone will be responsible for running a meeting. Whether as a graduate student, an engineer or scientist, or as a manager, at some point you will be responsible for running a meeting. Meeting management is a leadership responsibility. As you become more senior, you can expect to attend and conduct more meetings, as shown graphically in Figure 2.

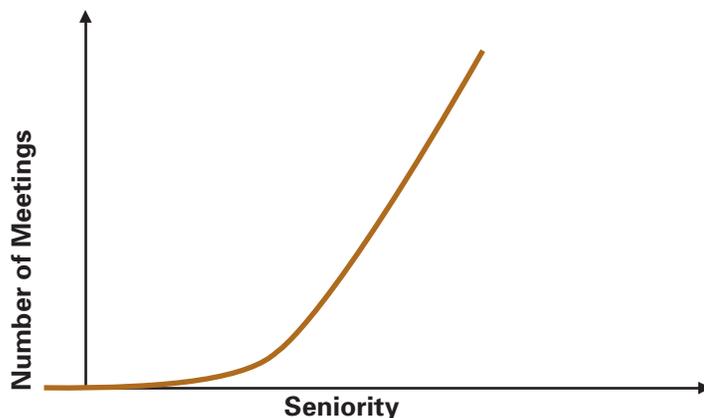


Figure 2: Relationship between seniority and number of meetings

One study identified the characteristics of negative meetings¹⁵:

- 83% – drift from the subject
- 77% – poor preparation
- 74% – questionable effectiveness
- 68% – lack of listening
- 62% – verbose participants
- 60% – length
- 51% – lack of participation

Another characterized what people are looking for in an effective meeting¹⁶:

- 88% – participation
- 66% – define the meeting's purpose
- 62% – address each item on the agenda
- 59% – assign follow-up actions
- 47% – record discussion
- 46% – invite essential personnel
- 36% – publish an agenda

Effective meetings don't just happen; they require deliberate planning and must be conducted in an effective and efficient manner. The conduct of a meeting is the responsibility of the leader. In preparing for a meeting, consider three distinct phases of the meeting (1) before the meeting (planning); (2) during the meeting; and (3) post-meeting activities.

A LEADER IS A DEALER IN HOPE. — NAPOLEON BONAPARTE

¹⁵Achieving Effective Meetings – Not Easy But Possible, Bradford D. Smart in a survey of 635 executives.

¹⁶GM Consultants, Pittsburgh, PA 1993.

Before the Meeting

1. The first order of business is to define the purpose of the meeting.
2. During this phase, you should also identify the participants. Every invitee should have a role. Additionally, identify a recorder or secretary.
3. Prepare an agenda in advance of the meeting. An effective technique is to communicate the intent of each agenda item using labels such as (A) for Action, (I) for Information, and (V) for Vote. Additionally, estimate the amount of time allocated to each agenda item.

The organization of the agenda is just as important as the content of the agenda. One effective agenda construct is the Bell Shaped Agenda. The purpose of the Bell Shaped Agenda is to structure events around the group's energy and attention. The first few items help the meeting participants work as a group on easy items before they tackle more difficult ones. For example:

Item 1: Welcome

Item 2: Minutes

Item 3: Announcements

- Non-controversial
- Short
- Example: upcoming events

Item 4: Easy Item

- More than one item may be included in this section, but the content should not be controversial

Item 5: Hardest Item

- Why in the middle?
- Attendance: late comers have arrived and early-leavers have not left
- Attention: focused on meeting by this time, not yet concerned with next appointment

Item 6: For Discussion Only

- Will often be presented as Item 5: Hardest Item at subsequent meeting for vote or decision

Item 7: Easiest Item

- End of this meeting is the beginning of next meeting
- End on positive note of agreement and encouragement
- Good time for member recognition

4. Prepare or identify background information
5. Assign responsibilities for agenda items and communicate to those responsible in advance of the meeting
6. Publish the agenda and identify background information to be reviewed
7. Plan for breaks – lunch, coffee, etc.
8. Think through the conduct of the meeting
 - Use a trusted member of your staff or a deputy
 - Consider logistics
9. Room — layout, seating, eliminate distractions
10. Support items — projector, white board, pens, etc.

*LEADERSHIP IS THE ART OF GETTING SOMEONE ELSE TO DO SOMETHING YOU WANT DONE
BECAUSE HE WANTS TO DO IT. — DWIGHT D. EISENHOWER*

During the Meeting

1. Arrive early
 - Arrange the room, if necessary

The layout of the meeting room deserves special attention because space matters. Like Goldilocks and the Three Bears, meeting space must be just right to provide comfort, visual focus, and the opportunity to effectively interact. Members must be able to easily see one another. The room should be a comfortable temperature, have adequate space for planners, notebooks, or laptops, and noise should be reduced so people can hear the discussion easily. If it is a large group, the meeting's facilitator should consider standing. Know how to control the lighting and temperature in the room.

There are three broad categorizations of meeting room layout:

- a. **Theater Style.** In the theater style configuration shown in Figure 3, the leader has the greatest power by position. Participation and interruption by the audience is limited.

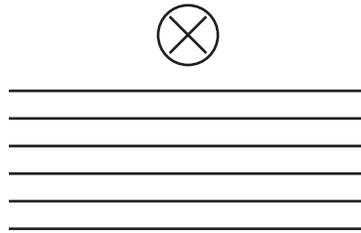


Figure 3: Theater style room layout

- b. **U-Shaped Style.** Figure 4 shows the U-shaped room layout. Here, there is equality of membership, but there is no doubt who the leader is. This layout provides good visibility for visual aids.

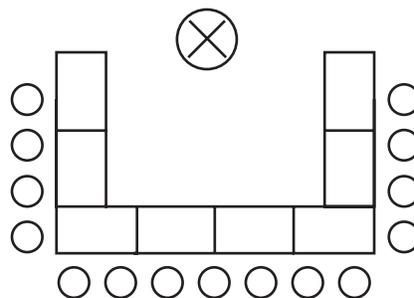


Figure 4: U-shape style room layout

- c. **Circular Style.** This layout, shown in Figure 5, is democratic where equality is stressed.

It provides the greatest visibility by all participants, including obvious body language. This layout encourages participation.

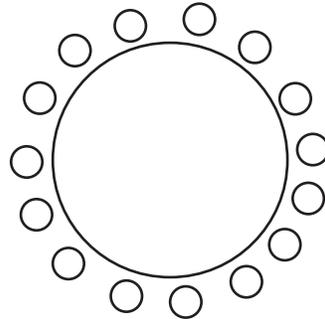


Figure 5: Circular style room layout

- Distribute handouts
- 2. Begin on time
- 3. Introduce members, if the group is not familiar; introduce visitors
- 4. Establish ground rules, if necessary
- 5. *Run the meeting*
- 6. Control interruptions — ask that cell phones and pagers be turned-off, or set to vibrate to reduce interruptions
- 7. Identify and record results
- 8. Assign responsibilities for follow-up — consider an Action Registry
- 9. End on time
- 10. Thank participants for their input and reinforce the importance of outcomes for the organization

WE MUST BECOME THE CHANGE WE WANT TO SEE. — MAHATMA GANDHI

Each of the members of the committee or group has an important role to play in the conduct of the meeting.

- **The Chair.** The chair is responsible for preparing for the meeting, appointing a secretary or someone to take minutes of the meeting, and to conduct and control the meeting. The chair watches the time, or assigns someone to this responsibility, to ensure all participants have an equal opportunity to speak, and adjudicates when necessary. The chair also ensures that action items are clear and assigned to individuals with due dates. Finally, the chair is responsible for checking that meeting minutes are produced accurately and in a timely manner.
- **The Secretary.** The secretary ensures that the agenda and relevant papers are distributed in time with date, time and place of meeting. The secretary usually prepares and books the meeting space and brings background papers and information for the chair. The secretary is also responsible for bringing (1) the constitution, (2) rules of procedure, and (3) minutes of previous meetings. At the meeting, the secretary records the names of attendees and checks to ensure there is a quorum.
- **Members in General.** It is important to understand that people often react to other people — not to their ideas. The chair must stress that meeting effectiveness translates into a healthy disregard for personal or departmental allegiances. Individual members have their own self-perception of their roles; some see themselves as elder statesmen, jokers, or “voices of reason.” Table 2 highlights several roles that support group development.

Group Building Roles	
The Initiator	Suggest new/different ideas/approaches
The Opinion Giver	States pertinent beliefs about the discussion or others’ suggestions
The Elaborator	Builds on suggestions made by others

Table 2: Roles that support development

Members of committees can act¹⁷ in either supportive or disruptive roles. Several characterizations of supportive roles are described in Table 3. Those describing disruptive roles are described in Table 4.

YOU CANNOT MANAGE MEN INTO BATTLE. YOU MANAGE THINGS. YOU LEAD MEN. — GRACE HOPPER

¹⁷R. K. Sadler and K. Tucker, *Common Ground*, South Melbourne, Macmillan, pp. 82, 1981.

Maintenance Roles	
The Tension Reliever	Uses humor or calls for a break at appropriate moments
The Compromiser	Willing to yield when necessary for progress
The Clarifier	Offers rationales, probes for meaning, restates problems
The Tester	Raises questions to test if group is ready to come to a decision
The Summarizer	Tries to pull discussion together, reviews progress so far
The Harmonizer	Mediates differences of opinion, reconciles points of view
The Encourager	Praises and supports others in their contributions
The Gate Keeper	Keeps communications open creates opportunities for participation

Table 3: Members acting in supportive roles

Group Blocking Roles	
The Aggressor	Deflates status of others, disagrees and criticizes
The Blocker	Stubbornly disagrees, cites unrelated material, returns to previous topics
The Withdrawer	Will not participate, private conversations, takes copious personal notes
The Recognition Seeker	Boasts and talks excessively
The Topic Jumper	Continually changes the subject
The Dominator	Tries to take over, asserts authority, manipulates the group
The Special Pleader	Draws attention to own concerns
The Playboy/Girl	Shows off, tells funny stories, nonchalant, cynical
The Self-Confessor	Talks irrelevantly of own feelings and insights
The Devil’s Advocate	More devil than advocate!

Table 4: Members acting in disruptive roles

GREAT LEADERS ARE ALMOST ALWAYS GREAT SIMPLIFIERS, WHO CAN CUT THROUGH ARGUMENT, DEBATE, AND DOUBT TO OFFER A SOLUTION EVERYBODY CAN UNDERSTAND. — COLIN POWELL

Finally, there are a series of member role stereotypes that leaders must be aware of. Several of these are described in Table 5.

Stereotypes You May Expect to Find in a Group	
The Chatterbox	Talks continually, rarely on the topic, has little to contribute
The Sleeper	Uninterested in the proceedings, some can sleep with eyes open!
The Destroyer	Crushes any and every idea, can always find something wrong
The Rationalist	Makes worthwhile contributions, ideas are well thought-out
The Trapper	Waits for opportune moment to show error has been made — likes to trap the Chair
The Know-all	Tries to monopolize, but can have good ideas
The Thinker	Shy and slow to come forward, but is a great asset

Table 5: Stereotypes of member roles.

Disruptive members are particularly challenging. They can dominate the conversation, divert the focus of the conversation, and ultimately waste valuable time. To effectively deal with disruptive members, the leader must make sure that all meeting participants understand their responsibilities. All members were invited to the meeting for a reason and all members should feel free to contribute.

For those members who might be silent, begin meetings by engaging every member of the group. *“Bill, haven’t you done this in your work? What was your experience?”* *“Janet, you’ve been rather quiet to this point, what are your thoughts on this subject?”* Additionally, consider breaking larger group into smaller groups to develop input. For those members who are vocally dominant, redirect the discussion to other members. *“We all recognize your expertise in this area, but let’s hear from some others in case some new ideas emerge.”* *“Bill has made a compelling argument and has made his opinion clear; does anyone else have something they would like to add?”*

For those members who are continually negative, probe the negativity to better understand their concerns, and redirect the discussion to other members. If the negative behavior persists, consider speaking off-line, or excluding them from future meetings. *“Let’s not dismiss this idea prematurely; let’s give it some time for evaluation.”*

IF THE BLIND LEAD THE BLIND, BOTH SHALL FALL INTO THE DITCH. — THE BIBLE

After the Meeting

- Publish the minutes of the meeting promptly
- Identify responsibilities for action items
- Assess the meeting

Following are a few tips that will help you avoid some of the obvious pitfalls and help you run an effective meeting:

- **Clearly identify and articulate the purpose of the meeting.** You should have an outcome in mind for your meeting: a decision, providing information, a brainstorming session. Let the attendees know your expectations: *“At the conclusion of this meeting, I want to have a recommendation on the best course of action to correct our low-voltage power supply problem.”*
- **Publish an agenda prior to the meeting.** If you expect your attendees to effectively contribute to the meeting, let them know ahead of time so they can come to the meeting prepared to participate. If it is a weekly meeting, try to have some of the coordination and groundwork on key decision topics done prior to the meeting. E-mail is an effective means of distributing advanced material as well as doing some of the preliminary coordination. On the agenda, use headings such as *For Information*, *For Discussion* or *For Decision* to clearly articulate the intended outcome for each topic.
- **Set a time limit for the meeting and stick to it.** Since you called the meeting, and you have identified the purpose, then you must run the meeting. This task may require you to stop a discussion that has progressed off the subject, and recommend it be revisited at a later time. Get to the meeting room early, configure the room if necessary, check to see that any audio-visual equipment you require functions properly, and organize yourself. Start promptly, and end at the published time.
- **Run the meeting.** Actively involve all of your attendees — each and every one has something to contribute — if not, then you are wasting someone’s time. Be wary of those who will attempt to dominate the discussions, as well as those who prefer to passively observe. You will need to be able to skillfully regain control of the discussion from the first, and elicit participation from the second.

PEOPLE CANNOT BE MANAGED. INVENTORIES CAN BE MANAGED, BUT PEOPLE MUST BE LED.

— H. ROSS PEROT

- **Summarize, assign responsibilities, and publish minutes.** At the conclusion of the meeting, review the highlights of the meeting, assign responsibilities, and publish minutes. The minutes should indicate the date and time that the meeting began, identify the subjects covered to include recommendations and assignments of follow-up action, and the time the meeting concluded.

Next time you call a meeting, think about the organizational resources you are about to expend. Consider a one-hour meeting with three, first-line managers and four engineers in attendance. For illustrative purposes, assume a \$100/hour salary for the managers, and \$60/hour for the engineers—a total cost of \$540 for this one-hour meeting. If you are responsible for the conduct of the meeting, make certain that you get your money's worth.

Several parting thoughts on the subject of meetings:

1. **Praise! Praise! Praise!** Praise people twice as much as you criticize. Never let any good deed or action go unheralded in the group. Say thank you publicly at every meeting. Recognize the value of peoples' contributions at the beginning, or within the meeting.
2. **Plan. Plan. Plan.** Meeting design is the number one mechanism for effective meetings. For each agenda item, make sure the group is clear about the goals, processes and functions.
3. **NEVER, NEVER, NEVER** attempt to compose, draft, or edit a report or lengthy document in a meeting! Some of the worst meetings I have ever attended involved "wordsmithing" 15- to 20-page documents.

*DO YOU WISH TO RISE? BEGIN BY DESCENDING. YOU PLAN A TOWER THAT WILL
PIERCE THE CLOUDS? LAY FIRST THE FOUNDATION OF HUMILITY. — ST. AUGUSTINE*

EPILOGUE

Anyone who has the desire and determination can become an effective leader through a process of self-study, education, training, experience and reflection. Becoming an effective leader is important, because effective leadership can make the difference between a good organization and a great organization.

When you are in a leadership position, people expect you to be the leader— so lead! Know your role, responsibility and authority. Be passionate about what you do — passion is contagious. Always set the example — don't be afraid to get involved and do the work. Be available, and take the time to get to know your team members. Visit your people, and take time to publicly recognize their contributions. Identify, cultivate and mentor the next generation of leaders. And remember, the troops always come first.

*IF YOUR ACTIONS INSPIRE OTHERS TO DREAM MORE, LEARN MORE,
DO MORE AND BECOME MORE, YOU ARE A LEADER. — JOHN QUINCY ADAMS*

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THE BRAVEST ARE SURELY THOSE WHO HAVE THE CLEAREST VISION OF WHAT IS BEFORE THEM, GLORY AND DANGER ALIKE, AND YET NOTWITHSTANDING, GO OUT AND MEET IT. — THUCYDIDES

NOTES

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