

## Leading into the 21st Century

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Our paper will focus on management and leadership as it applies to the world of work. We will be discussing the worker/manager relationship. However, the techniques, suggestions and ideas that we include will apply to almost any area of leadership that involves assisting in the growth and development of individuals.

Up front we want to clarify that we do not claim to be experts in the field of management/leadership. I became program coordinator in 1987, and a couple of years later Alois accepted the interpreter coordinator position. Mainly through the process of trial and error, we progressed to what we consider a quality management team. We are convinced of the value of teams and are now doing a lot of teambuilding with the staff.

What we plan to do today is share some of our learning experiences (what has worked for us and what has not). In addition, we will focus on some of the current, pertinent leadership and management information gleaned from courses, workshops, books and tapes.

From the beginning, we found that managing or leading was not as easy as we thought it would be. We therefore had a lot of "learning" experiences. The following five items are examples of "Bossing Bloopers":

**Swim with the Shark** "If you plan to swim with this shark, it is *my* way or *no* way."

**Seagull in Flight** "I'll quietly observe until I catch you doing something wrong. Then I'll fly in, dump on you, and fly off."

**Little Red Hen Squawk** "If you won't help me and do it my way, I'll just do it all myself."

**Turtle In A Shell** "If you have a problem, I'll just hide in my office, ignore it and hope it goes away."

**Warm, Fuzzy Teddy Bear** "I want everybody to like me. All my decisions about everything will be made to achieve your acceptance and approval. Let's have a warm, fuzzy workplace."

As program coordinator, I discovered that "bossing" techniques did not work. I persistently tried to find the right style. Fortunately, I had a supportive administrator who recognized that I truly wanted to become a good leader and develop a quality program. With his help I finally arrived at the conclusion that I could not make anyone do anything. My focus had been on trying to change them (the staff). What I was doing was not working, so I had to change me. Funny, when I became better, so did they.

Two major things happened that helped me make the change from the bossing/authoritarian type to more of a participatory style. I attended a program at San Diego State University and received a certificate in

leadership training. I also received training at Mississippi College and became certified in Control Theory/Reality Therapy/Quality Management (CT/RT/QM).

During the two years that I was in training, Dr. William Glasser wrote and published *The Control Theory Manager* which integrated Control Theory with W. Edwards Deming's Total Quality Management. The idea of quality lead management came alive for me through this book. The training was the easy part. The continued process of putting what I learned into practice has been much more difficult. All along I had a vision--to provide high quality services to develop and maintain a successful model program; however, my dilemma was finding a way to manage people to produce quality services. How could I get the staff to accept the vision of a quality program as their vision, too?

One of the first things I learned is that we are all tuned to the radio station WII-FM -- What's In It For Me?. Workers will not see "what's in it for them" unless the work satisfies their basic survival and psychological needs.

According to Dr. Glasser, human beings are motivated to fulfill needs and wants. The human needs are common to all while wants are unique to each individual. The five basic needs as described by Glasser include:

1. Survival: the physiological need for air, food, shelter, etc.
2. Freedom: the need to make choices, to live without undue restraints
3. Power or Achievement: the need for accomplishment and recognition--a sense of being in charge of one's own life.
4. Love and Belonging: the need for involvement with people, to love and be loved, to affiliate and bond with other people
5. Fun: the need to enjoy life, to laugh, to see humor and to learn.

The more need satisfying the work is, the better the quality of the work. Think for a moment how your job meets your basic needs. Think what your employees would say about how the work meets their basic needs.

The word "quality" has been mentioned several times throughout the presentation so far. We really have not defined it yet. Someone said "It is like pornography, hard to define but you know it when you see it."

In *The Control Theory Manager*, Dr. William Glasser describes the conditions for quality in the workplace:

1. A warm, supportive work environment that builds trust;
2. Workers are only asked to do useful work;
3. Workers are encouraged to give input for improvement which promotes a sense of ownership;
4. Workers are asked to do their best; and
5. A self-evaluation process is in place.

### **How Do You Know If Something Is Quality?**

The characteristics of quality are as follows:

It always feels good.

It can always be improved.

It lasts.

We have discussed the conditions for quality in the workplace and the characteristics of quality. However, the way we manage people probably has the most effect on work quality. The bloopers in the beginning demonstrated that boss management does not produce quality. Lead management does.

### **A Comparison of Boss and Lead Management**

In *The Control Theory Manager*, Glasser offers a comparison between boss-managers and lead-managers. *Boss-managers* set the task and the standards for what the workers are to do, usually without consulting the workers. Bosses do not compromise; the worker has to adjust to the job as the boss defines it or suffer any consequences the boss determines. *Lead-managers*, however, engage the workers in an ongoing honest discussion of the quality of work that is needed for the program to be successful. They not only listen but also encourage their workers to give them any input that will improve quality.

*Boss-managers* usually tell, rather than show, the workers how the work is to be done and rarely ask for their input as to how it might possibly be done better. *Lead-managers* show or model the job and work to increase workers' sense of control over the work that they do.

*Boss-managers* inspect the work or designate someone to do it. Because the boss does not involve the workers in this evaluation, they do only enough to get by; they rarely even think about what is required for quality. *Lead-managers* teach the workers to inspect or to evaluate their own work for quality with the understanding that they know what high quality work is.

*Boss-managers* create a workplace in which the workers and managers are adversaries because coercion is used to try to make the workers do as they are told. *Lead-managers* continually teach the workers that the essence of quality is constant improvement. The lead-manager's main job is as a facilitator -- doing everything possible to provide the workers with the best tools and a friendly, non-coercive, non-adversarial atmosphere in which to work.

### **Lead Management During Times of Change**

We think that a change to lead management is vital if we are to survive and thrive in the 21st century. Why? In case you haven't noticed, the 1990's has been a time of rapid, unpredictable, nerve-shattering change. The old ways and rules that worked in a slower paced world are no longer effective.

In the past one could start with a company and remain until retirement even if the work performance was mediocre. Loyalty was rewarded with job security. This is no longer true. The trend today of downsizing, merging, cutbacks, layoffs, and budget slicing has directly or indirectly affected most of us.

We are also witnessing changes in work styles, economic conditions, technology, corporate structures, global communications, lifestyles, and environmental responsibilities. Robert Kriegel and Louis Patler, the authors of *If It Ain't Broke, BREAK IT!* stated, "The one thing we can count on as we approach the twenty-first

century is the certainty that rip-roaring change will challenge our understanding and shake up the basic foundations of the world around us" (1991, p. xv).

### **Shifting Paradigms**

How can we prepare ourselves and our workers for the changes that are coming at us at a dizzying rate? Morris Shechtman (1994), author of *Working Without A Net: How To Survive And Thrive In Today's High Risk Business World*, advocates the need for some paradigm shifts. The first paradigm shift emphasizes that caring for people is not synonymous with taking care of people. *Caretaking* means that you do things for people that they are perfectly capable of doing themselves while *caring for* means that you challenge people to be the best they can be.

Another paradigm shift is that we need to change our attitudes toward change. People resist change, not wanting to move out of their comfort zone -- the old ways of doing things. However, without change, people and organizations stagnate. Quality cannot be maintained without constant improvement.

### **Four Phases of Change**

We must learn to embrace change and deal with the conflict that results from it. Scott and Jaffe, authors of "Coping With Four Phases of Change" in *The Pryor Report*, indicate that at any given time we or any one of our workers may be in one of the following four phases of change and may need assistance in successfully moving to the next stage. As lead managers we need to remember that exchanging the familiar for the new, even if it is better, means the "death" of something familiar. There is a need to allow for mourning and recovery. These phases include:

1. Denial -- lack of reaction, withdrawal, focus on the past
2. Resistance -- anger, blame, anxiety, depression, apathy
3. Exploration -- concern about details, confusion, energy, new ideas, lack of focus
4. Commitment -- cooperation, better focus, anticipation of next challenge

Think of a change that you or one your workers are experiencing now. Which phase does it represent? Is there someone that you work with that you think is incapable of change? Shechtman says, "People's ability to change is not a function of capacity but of choice. The question isn't whether people can change, but whether they choose to change" (1994, p. 21).

### **Mistakes**

It is necessary to believe that mistakes are investments. According to Bishop W. C. Magee (in Paulson, 1991, p. 5), "The man who makes no mistakes does not usually make anything." Mistakes can be referred to as learning experiences; however, since "learning is defined as a change in behavior. You haven't learned a thing until you can take action and use it" (Shula & Blanchard, 1995, p. 177).

### **Success and Failure**

"We think of them as opposites, but they're really not. They are companions, the hero and the sidekick" (Laurence Sharnes, in Paulson, 1991, p. 7). Think about your greatest job success. Did you achieve it without any mistakes or failure?

The third paradigm shift is that we must redefine what constitutes acceptable work, moving from adequacy to peak performance, or quality. Mediocrity and mere competence (getting the job done to get a paycheck) is no longer considered acceptable in this high risk business world. Peak performance for quality is required of *all* workers.

As leaders and managers, how can we best facilitate these paradigm shifts? We advocate the process of moving from boss management to lead management. This is a move that is necessary if we are to produce and maintain quality that will allow us to "swim with the sharks without being eaten alive" to survive and thrive as we enter the 21st century.

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