TOOLBOX

Leadership for Technical Managers
STC-2

Jim Bagnola Instructor

TURNING LEADERSHIP UPSIDE DOWN
FOR HIGHER PRODUCTIVITY AND LOWER TURNOVER

Contents

Fundamental Definitions Revisited

1.   What is a leader?

A leader has followers. The follower is the one thing without which the leader cannot lead. "If you think you're leading and no one is following, you're only taking a walk." The most important question is not, "How do I become a great leader?" but "How do I influence people to follow me?"

2.   What is a follower?

A follower is a psychologically committed, loyal, and more productive employee. A follower is committed to you personally, does things voluntarily, and will do more than is asked – in most cases, whatever it takes.

Three questions to ask to find out if a person is following or not:

> ➤ Is she competent?
> ➤ Does she care about you as a person?
> ➤ Do you trust her?

3.   Define leadership.

Leadership is the power created when leader and follower come together in agreement.

<p style="color:blue; text-align:center">The equation is Leader + Follower(s) = a Power called Leadership.</p>

Both are necessary for the formula to work. Leadership is an interaction between leader and follower(s)

4.   What is the difference between managing and leading?

The primary difference is that leaders have followers and managers have subordinates. This difference depends on the relationship between the two. Leading is person to person. Managing is position to position.

There is a distinct difference between a follower and a subordinate. The subordinate is not committed, is less productive, more likely to miss workdays, and is more likely to leave. Creating subordinates is management malpractice. The bottom line is that the committed follower is much more productive. Productivity is the key.

The leader's job is to transform employees and customers into followers.

5.   What is your profession?

All of our professions are the same: we are all professional problem solvers. If we are not solving the problems of our customers, whether they are internal or external, then our job disappears.

6.   Who do we work for?

If we happen to be a manager, we work for our employees. Our performance is based on their performance. The main job we have during the day is to find out what they need to be more successful, and then follow through on it.

7.   Define the word "boss."

The boss is the person who is responsible for facilitating the success of his or her employees while achieving organizational goals.

8.   Who pays your bills?

The customer. The customer. The customer. The boss works for the employees.

The employees and the boss work for the customer. The customer is the real boss. Dissatisfied customers fire employees every day.

9.   Define "business."

The definition of business takes two forms:

Top Line: *Achieving goals while building relationships*
Bottom Line: *Revenues minus costs = profit*

Fifty percent of a leader's job is being a "Relationship Manager."

10.   Define "influence."

Influence is getting someone to perform a desired action while building and maintaining the relationship.

11.   Define "persuasion."

Persuasion is getting someone to want to do what you want them to do, what the organization needs them to do.

Assessing Competence, Caring, and Trust

Using a scale from 1 – 6, to what extent do you agree with each of these statements about how your manager behaves? (The same method can be used in self- or peer-assessment.) Please make comments where appropriate.

1	2	3	4	5	6
Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree

Question 1: Is He/She Competent?

1	2	3	4	5	6
Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree

_____ 1. He/she has the necessary skills and expertise to perform his/her job, and he/she is good at what he/she does.

_____ 2. He/she doesn't exert excessive pressure. He/she is intense, but not tense.

_____ 3. He/she sets specific challenging targets and creates a plan to achieve them.

_____ 4. He/she abandons his/her ego to the talents and strengths of others.

_____ 5. He/she is a lifelong learner, constantly upgrading his/her skills.

_____ 6. He/she coaches/teaches effectively. I am learning from him/her.

_____ 7. He/she gives me enough feedback on how I am doing.

_____ 8. He/she makes tough decisions.

_____ 9. He/she reacts and adapts to the ever-changing environment.

_____ 10. He/she holds my associates and me accountable.

_____ 11. He/she holds to an ethic of service.

_____ 12. He/she asks for feedback on a regular basis regarding his/her interpersonal style and performance, and responds by changing his/her behavior.

_____ 13. He/she communicates clearly what is expected of me.

_____ 14. He/she lets me know exactly how my performance will be measured.

_____ 15. He/she focuses on the most important contributions he/she can make to the performance of the organization.

_____ 16. He/she makes maximum use of my knowledge and abilities.

_____   **TOTAL COMPETENCE SCORE**

Question 2: Do You Trust Him/Her?

1	2	3	4	5	6
Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree

_____ 1.   He/she communicates his/her trust in me by allowing me to mold my contributions fully. He/she delegates, then gets out of the way.

_____ 2.   He/she is a conscientious truth-teller.

_____ 3.   He/she is congruent: his/her actions match his/her vision and words.

_____ 4.   He/she values me by listening intently and by demonstrating understanding.

_____ 5.   He/she supports me, even in tough times.

_____ 6.   He/she keeps his/her word, his/her commitments, and his/her promises.

_____ 7.   He/she maintains loyalty to associates by refraining from volunteering information that is not positive about team members.

_____ 8.   He/she puts principles ahead of politics.

_____ 9.   He/she resists the tendency to always be right.

_____ 10. He/she is fair.

_____ 11. He/she has enough guts to manage his/her boss by disagreeing when appropriate and by creating a buffer for his/her team.

_____ 12. He/she shares the credit for success with all associates.

_____ 13. His/her definition of success is not based solely on money.

_____ 14. He/she is optimistic and positive.

_____ 15. He/she is someone who would not deliberately or accidentally take unfair advantage of me.

_____ 16. I would put my career, my self-esteem, my status, and situation at the moment in his/her hands with complete confidence.

_____ **TOTAL TRUST SCORE**

Question 3: Does He/She Care About You As A Person?

1	2	3	4	5	6
Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree

_____ 1. He/she makes me feel that I belong, that I am significant.

_____ 2. He/she puts other people before his/her own self-interest.

_____ 3. I feel that I work *with* him/her as a partner, not *for* him/her.

_____ 4. He/she takes my feelings into consideration.

_____ 5. He/she tunes into my needs and aspirations.

_____ 6. He/she treats me in a way that honors our relationship.

_____ 7. He/she is a "Serve Person," enjoying serving employees as much as customers.

_____ 8. While not overlooking my negatives, he/she tends to make my strengths effective and my weaknesses irrelevant.

_____ 9.   He/she treats me with respect and common courtesy.

_____ 10. He/she recognizes me for my achievements.

_____ 11. He/she gets excited about my successes.

_____ 12. He/she has created a personal development plan with me.

_____ 13. He/she acknowledges and appreciates the differences in my teammates and me.

_____ 14. He/she has an empathetic understanding, rather than a punitive reaction, when I make a mistake.

_____ 15. He/she is sympathetic to my personal problems.

_____ 16. He/she creates a personal connection with me that fosters mutual respect.

_____   **TOTAL CARING SCORE**

Scoring:

Scoring Interpretation

Record your scores for each section in the space provided below.

1. **COMPETENCE**   _____
2. **TRUST**   _____
3. **CARING**   _____

Compare your totals in each section with the following scores to determine your status.

Excellent   *90 – 96*

Very good   *80 – 89*

Good   *65 – 79*

Some improvement needed   *49 – 64*

Substantial improvement needed   *48 or below*

KEY

If your scores are 80 – 89 or above in all three categories, you are creating an environment conducive to the leader/follower dynamic.

Review each individual score to locate areas of improvement and opportunity.

Phase One: Feedback from Employee to Immediate Supervisor

The Research-Based Feedback Tool

Using the scale below, rate each of the following 13 statements in the space provided. Then comment appropriately.

1	2	3	4	5	6
Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree

1. ___ I know what is expected of me at work. My immediate supervisor focuses me.
   I appreciate the following: *This can be improved on:*

2. ___ I have all the resources I need to do my work right. I am well equipped to be successful.
   I appreciate the following: *This can be improved on:*

3. ___ My immediate supervisor knows me well. I have the opportunity to do what I do best.
   I appreciate the following: *This can be improved on:*

4. ___ I receive recognition and praise for good work. My immediate supervisor helps me to see the value I add.
   I appreciate the following: *This can be improved on:*

5. ___ My immediate supervisor demonstrates that she/he cares about me as a person.
   I appreciate the following: *This can be improved on:*

6. ___ My immediate supervisor encourages my development. He/she helps me to grow.
   I appreciate the following: *This can be improved on:*

7. ___ At work, my supervisor listens to my ideas and values my opinions.
   I appreciate the following: *This can be improved on:*

8. ___ My immediate supervisor helps me to see the importance of the mission and purpose of the organization and makes me feel that my work is vital in accomplishing it.
   I appreciate the following: *This can be improved on:*

9. ___ My immediate supervisor holds my co-workers and me accountable for doing quality customer focused work.
   I appreciate the following: *This can be improved on:*

10. ___ My immediate supervisor creates an environment where we can build effective working relationships.
    I appreciate the following: *This can be improved on:*

11. ___ I talk frequently with my immediate supervisor about my progress. This includes my contributions and how I might improve.
    I appreciate the following: *This can be improved on:*

12. ___ My immediate supervisor challenges me and also gives me opportunities to learn and grow.
    I appreciate the following: *This can be improved on:*

13. ___ Overall, my immediate supervisor creates an environment where I can be most productive and successful.
    In general, what does my supervisor do that I appreciate?

14. ___ *In general, what can he/she improve on?*

Phase Two: Feedback from Manager to Direct Report

1.   Using our evaluation scoring system, if you scored yourself for the last month   what score would you give yourself?

2.   What is the basis of your score?

3.   Here's the score I would give you?

4.   What is the basis of my score?

5.   Over the last month,
        I appreciate the following: Here's what can be improved:

6.   Here is the discrepancy between your performance and my expectation:

7.   What can you do to close this gap between expectation and performance?

8.   After your manager's response (if required), here are some additional
        options to get to your next level, of achievement:

9.   Schedule a follow-up.

Phase Three: Feedback from Employee to Employee

In the last month:

Names of Team Members	I Appreciate	Areas of Improvement
1.		
2.		
3.		
4.		
5.		

Overview of a Feedback System

PHASE 1	First 3 Months	Manager/leader receives feedback from associates and immediate supervisor Use 13-point science-based feedback tool to receive feedback from direct reports or simple appreciate-and-improve tool. (What can I do better?)
PHASE II	Months 4, 5, 6 Continue with Phase I process.	In addition, give feedback to each direct report (15-20 min) once per month in a formal meeting. Use feedback form from manager to direct report. What do you appreciate/what could be improved? Where does the direct report stand? What does he/she need to do to get to the next level? What's the gap between expectation and performance?
PHASE III	Months 7, 8, 9 Continue with the processes of Phases I and II.	Everyone gives feedback to each other anonymously (once per month) Use feedback format from employee to employee

Giving Feedback

1. Compose yourself.
   Breathe and relax. Let go of any "charge" or feeling of frustration. Have the intention of serving the other person and yourself. Otherwise wait until you can.

2. Get the other person's permission.
   Conventional wisdom tells us we can't tell anybody anything he/she is not yet ready to hear. So it's your responsibility to prepare others to receive your feedback. Start with something like "I want to talk with you about how we're working together. Is this a good time?"

   Describe behavior.
   Be specific in your description of their actions or behaviors. Do so without judgment or blame. Simply describe it.

3. Describe the impact of the behavior.
   Use cause-and-effect language. (When you _____, I _____). Us "I" and "we" statements. Example: "When you didn't deliver what you promised on time, I was unable to complete my task and the entire team fell behind schedule." If you've made judgments about the person—and you probably have—then this is the time to take responsibility for your judgments and your feelings. "When you didn't let me know your work wouldn't be on time, it seemed to me that you didn't care. I felt betrayed." (Or, if you are delivering positive feedback, state why it is appreciated.)

4. Suggest and discuss alternatives.
   Only when you reach this step is it a good idea to tell the other what you want him/her to do differently in the future. It's here that you ask for what you want. For example: "In the future, when you discover you are falling behind, I want you to call me right away so we can figure out what to do."

5. Agree upon a solution or an alternative behavior.

6. Check for understanding.
   Using open-ended questions, try to get him/her to put your agreement into his/her own words. "Just to make sure we understand each other, would you describe to me your understanding of what we've discussed?"

Receiving Feedback

1. Listen to what they have to say.
   Breathe and let go of tension. Quiet your inner "conversation."

2. Seek to understand what they are actually saying.
   Ask for clarification of anything you don't understand.

3. Consider the feedback with an open mind.
   Don't react with defensiveness. Remember that offering this feedback may be very difficult for them. Don't make it harder. You don't have to like it or agree with what they are saying, but consider it. Could there be an element of truth in this? If so, you may benefit. And remember that, even if it feels baseless to you, it's real to them.

4. Reflect back what you heard and check for understanding
   In your own words, paraphrase what you heard them say as well as what you sense from them, including their feelings and perceptions. Allow them to clarify.

5. Share your perception with their permission.
   If you feel they might benefit or have better understanding of the situation by hearing your perspective, ask their permission and calmly share it with them.

6. Agree to alternative behavior
   Acknowledge, apologize if appropriate, and agree to what you honestly intend to do differently.

7. Express appreciation
   Remember that they are taking a risk and giving of themselves for the betterment of the relationship. It takes courage! Acknowledge and thank them for listening and for whatever they have agreed to.

The 50 / 50 Rule

Manager →

← Employee
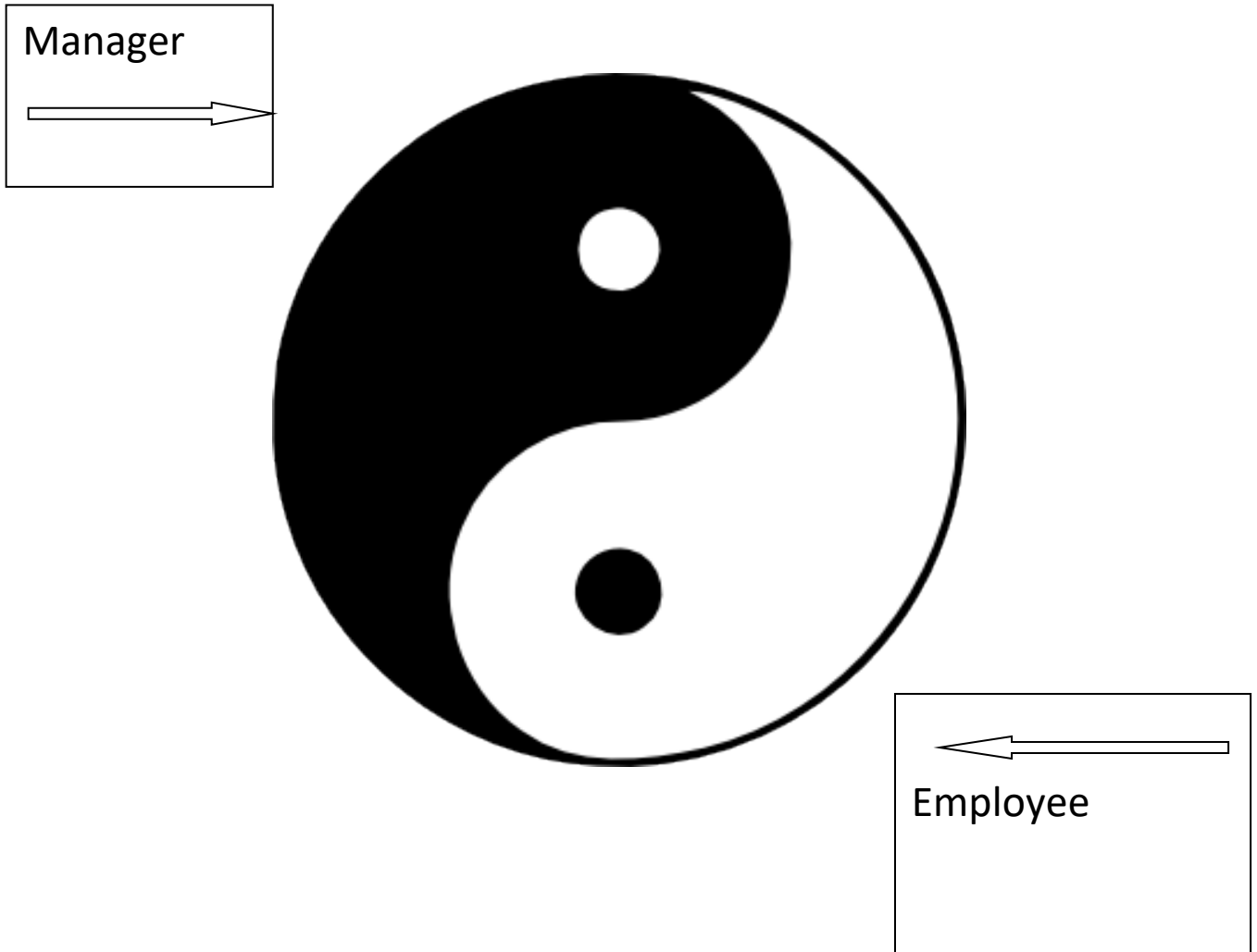
- ➢ Are we all taking equal responsibility the result we are looking for?
- ➢ As an example, when using the READS tool, am I taking 50% of the responsibility to R, build relationship with team members, including the team lead?
- ➢ The E, am I taking 50% of the responsibility to clarify expectations?
- ➢ If a challenge occurs am I asking, what role am I playing in creating this situation?

The Four-Box Go Model

Empowerment within a Framework

NO GO	YES THEN GO	GO THEN LET KNOW	GO

This is essentially a communication tool. It is clarifying expectations and to what degree you are empowered to make decisions in completing this task or project or sections the project itself.   It also indicates if and when you are expected to communicate upward or seek direction.

TOOL for Idea Generation

This is useful to enable Introverts to participate more fully.

Step One
- **Q (question) Storm**
- Generate all the questions that will need answering during your brainstorm session

Step Two
- **Mind Storm.**
- In silence think about the answers to the questions you have generated. 5-10 minutes

Step Three
- **Brain Storm**
- Everyone contributes round the table one person at a time.
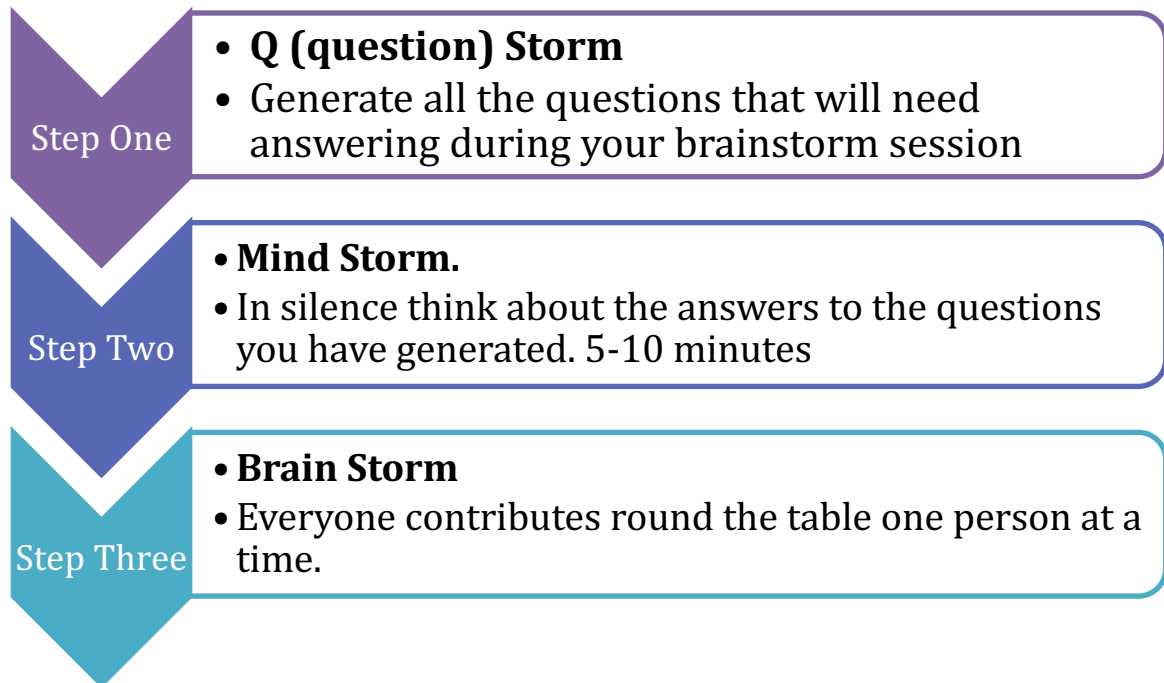
1. **Step One | Q (question) Storm**
   Generate all the questions that will need answering during your brainstorm session

2. **Step Two | Mind Storm**
   In silence think about the answers to the questions you have generated.
   5-10 minutes

3. **Step Three | Brain Storm**
   Everyone contributes round the table one person at a time.

Common Flaws or Habits That Inhibit Successful Relationship

Use this Marshal Goldsmith habits tool as a feedback tool for yourself or 360 degree feedback for the team.

Check the box that best describes how often the habit/flaw shows up in behavior.

	Seldom	Often	Chronic
Obsessed with winning.			
Has the need to add value, e.g., "But it would work better if" or "I already knew that."			
Passes judgment; treats every idea with judgment, contentious interfacing.			
Makes destructive comments; makes biting comments including behind people's backs.			
Starts with "no, but" or "however"; communicates "you are wrong" with these words. Defends his/her position; wants to be right.			
Tells the world how smart he/she is; needs to be the smartest one in the room.			
Speaks with anger; is emotionally volatile; has a volcanic temper.			
Is negative: "Let me tell you why that won't work."			
Withholds information; is too busy to share.			
Fails to give proper recognition for contributions.			
Claims credit that he/she does not deserve.			
Makes excuses.			
Clings to the past: "This is the way we've always done it around here."			
Plays favorites.			
Refuses to apologize when appropriate; has a hard time saying, "I'm sorry."			
Is a poor listener; interrupts.			
Fails to express gratitude.			
Shoots/punishes the messenger.			
Passes the buck; blames others.			
Excessive need to "be me"; strict allegiance to be what he/she has always been; makes virtues of flaws; clings to false notion of who he/she is.			
Goal obsessed at the expense of a larger mission.			

The Two Yous Tool

(Ray Dalio Bridgewater associates)

WHO IS IN CHARGE? YOUR NEO CORTEX (GENIUS) OR YOUR AMYGDALA (EGO- DRIVEN) LIZARD BRAIN ? THESE TWO YOUS ARE NOT ALWAYS IN AGREEMENT.

ASK: HOW DO I KNOW I AM RIGHT?

AM I STRESS TESTING MY IDEAS BY SHARING THEM AND ALLOWING FOR CRITICISM?

AM I CONSIDERING DISAGREEMENT AS A CURIOUS POSITION AND NOT AS AN ATTACK?

LOOK NOT TO OFFEND AND NOT TO BE OFFENDED.

AM I LOOKING FOR THE BEST IDEA AND NOT FOR BEING RIGHT?

AM I LOOKING FOR THE BEST IDEA (IDEA MERITOCRACY) NO MATTER WHAT THE SOURCE?

The Myers Briggs Tool

WHEN MANAGING A NEW TEAM YOU MAY WANT TO GET A BETTER IDEA OF WHAT MAKES TEAM MEMBERS TICK. WHAT ARE THEIR PREFERENCES AND HOW MIGHT I MANAGE THEM AND MYSELF INTERACTING WITH THEM. (FOR INSTANCE USING THE Q STORM/MIND STORM TECHNIQUES WHEN YOU HAVE INTROVERTS ON THE TEAM AND YOU ARE EASING INTO BRAIN STORMING.

Go to the website the personality test. *https://www.16personalities.com/free-personality-test* 16 personalities   Have team members go to this site take the assessment and then click on "full description" of their personality type. It contains four letters. Example: ENFP with a description of their preferences. Have them come to the meeting with their four letters and a summary of their type.

Cultural Differences tools

(When you have team members from Different cultures)

Have team members use these resources to explain their culture with have team a framework. Erinmeyer.com The culture map (Watch her TED talk with team members)

- Understand basics about communication and language and their relationship to culture
- CulturalAtlas.com : Very thorough
- Kiss, Bow or Shake Hands or KissBowShakeHands.com
- Study the language. Learning even a few phrases goes a long way when we are in another culture
- Gain basic insights davidlivermore.com
- Be globally informed. BBC World News is one of the best. http://news.bbc.co.uk/2/hi/country_profiles/default.stm can be helpful. www.worldpress.org is another.

Passive	Passive Aggressive	Aggressive	Assertive	E
Compliant Submissive	Wrong person Wrong time	Argumentative Rebellious Resistant	No Domination or emotional charge. Direct but non-confrontational.	V I L
Flight	Fight and Flight	Fight	The Healthy Response	

This is the comparison of emotional intelligence and a lack of it in the moment. You can find various assessments to gauge your emotional intelligence on line. Free E-Q quiz (Remember the term evil was used to describe a fifth way of responding instead of aggressive because assertive was mistaken for being aggressive. There is a fine line between aggressive and assertive)

The Science of Humility

Arrogance versus Humility.

Remember humility is the great mediator. It will always be the shortest distance between you and another person.
https://www.sciencecodex.com/the_workplace_arrogance_scale_identifying_the_arrogant_boss-95525 Research lead by Dr.Stanley Silverman and teams from the University of Akron and Michigan State University found: Humble leaders outperform the market by three times more than their competitors did who were considered arrogant CEOs. They created the wars assessment which stands for workplace arrogance scale. Some organizations, like the company Next Jump refuse to hire arrogant team members with large egos. They assess during the hiring process. Humility is the capstone quality of a leader. It is a combination of personal humility and professional will.
Notes:

Peter Drucker's Manager's Letter

Each manager writes a Manager's Letter twice yearly. In this letter to their immediate superior, the manager does the following:

1. Defines the objectives of the superior's job and of his/her own, as he/she sees them.

2. Sets down the performance standards that he/she believes are being applied to him/her.

3. Lists the things he/she must do to attain these goals

4. Lists the things within his/her own units they consider the major obstacles.

5. Lists the things the superiors and the organization do that help him/her.

6. Lists the things the superiors and the organization do that hamper him/her.

7. Outlines what he/she proposes to do in the next year to reach his/her goals.

If his/her supervisor accepts this statement, the manager's letter becomes the charter under which the manager operates.

Purposes: Brings out whatever inconsistencies there are on the demands made on a person by his or her superior or organization. Exposes the practice of the organization to expect managers to maintain a high standard of performance but forbids them from removing poor performers. Establishes common direction and eliminates misdirection. It allows lower managers to be heard.

(*Management Tasks*, Practices. 1973. Pg. 265.)

The Q-12 Process (see pages 9,10,11 for details)

1. Focus me.

2. Equip me.

3. Know me.

4. Help me see value.

5. Care about me.

6. Help me grow.

7. Hear me.

8. Help me see importance.

9. Help me feel proud.

10. Help me build mutual trust.

11. Help me review my contributions.

12. Challenge me.

R · E · A · D · S

R –   RELATIONSHIPS / GLUE

E –   EXPECTATIONS / GLASSES

A –   ASSUMPTIONS / JACKETS

D –   DESTINATION / THINK BACKWARDS

S –   SELF-AWARENESS / FEEDBACK

Appreciate/Improve Tool

Consider your interaction with _____. List below what you appreciate about his/her style of managing and what you think he/she needs to improve.

Appreciate	**Improve**

Hinder/Help Tool

Consider your interaction with all of your past managers. List below what they did that hindered your work progress and what they did that facilitated your progress.

Hindered	Helped

Recommended Research-Based Readings

1. Buckingham, Marcus and Curt Coffman. *First, Break All the Rules*. Simon and Schuster, 1999.
2. Buckingham, Marcus and Donald O. Clifton, PhD. *Now Discover Your Strengths: How To Develop Your Talents and Those of The People You Manage. Based on the Gallup study of over two million people*. The Free Press, 2001.
3. Coffman, Curt and Gabriel Gonzalez-Molina, PhD. *Follow this Path: How The World's Greatest Organizations Drive Growth By Unleashing Human Potential*. Warner Books, 2002.
4. Collins, Jim. *Good to Great: Why Some Companies Make the Leap and Others Don't.* Harper Business, 2001.
5. Collins, James C., and Jerry Porras. *Built to Last: Successful Habits of Visionary Companies*. Harper Business, 1994.
6. Dahl, Tor: Chairman, World Federation of Productivity Science; Professor, University of Minnesota. Paper: "Peak Performance: The Role of Satisfaction, Stress and Control." Website: www.tordahl.com
7. Gittel, Jody Hoffer. *The Southwest Airlines Way: Using the Power of Relationships to Achieve High Performance*. McGraw Hill Books, 2003.
8. Goleman, Daniel. *Emotional Intelligence: Why it Can Matter More Than IQ*. Bantam Books, 1995.
9. Goleman, Daniel, Richard Boyatzis and Annie McKee. *Primal Leadership: Realizing the Power of Emotional Intelligence*. Harvard Business School Press, 2002.
10. Kouzes, James M., and Barry Z. Posner. *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations*. Jossey-Bass Inc., 1987.
11. Kouzes, James M., and Barry Z. Posner. *Credibility: How Leaders Gain and Lose it; Why People Demand It*. Jossey-Bass Inc., 1993.
12. *Leadership and Self-Deception: Getting out of the Box*. The Arbinger Institute.

Additional Recommended Reading and Video

1. Barker, Joel. *Leadershift: Five Lessons for Leaders in the 21st Century.* (video) 1-800-PARADIGM
2. Bennis, Warren. *Leaders: The Strategies for Taking Charge.* NY: Harper & Row, 1985.
3. Bennis, Warren. *The Unconscious Conspiracy: Why Leaders Can't Lead*. NY: Amacom Books, 1976.
4. Blank, Warren. *The 9 Natural Laws of Leadership.* Amacom Books, 1995.
5. Blank, Warren. *The 108 Skills of Natural Born Leaders*. Amacom Books, 2001.
6. Cohen, Alan R. and David Bradford. *Influence Without Authority*. NY: John Wiley & Sons, Inc., 1989.
7. Maxwell, John C. *Developing the Leader Within*. Thomas Nelson Publishers, 1993.
8. Oakley, Ed and Doug Krug. *Enlightened Leadership*. Stone Tree Publishing, 1992.

Keepers

Research shows that if you use an idea within 24 hours of hearing it, you are more likely to integrate it into your routine.

Ideas may jump into your mind at any moment during a presentation—don't let them get away.

FLOYD HOELTING's Code of the Road

I first met Floyd Hoelting in 1977 at Western Illinois University, where he interviewed me and offered me a job. We bonded over our shared love for baseball.   I consider Floyd one of the best educators, leaders, and Professional Human Beings I have ever met. If you have the opportunity to meet him you will certainly be attracted to his rare zest for life.

He is currently the Executive Director of the Division of Housing and Food Services (DHFS) at The University of Texas at Austin. He credits many mentors for influencing him; he says the new build on the old. Floyd is inspired not only by the renowned figures Gandhi, Mother Teresa, and Martin Luther King, but also by the people around him: neighboring farmers and ranchers; students and staff he works with; John Webb, his first dean of students; officers and pilots; and by so many other people.

He is a man of strong values and principles, which have driven him throughout his life. These principles also guide him as a leader and form the basis of his Code of the Road. At the start of every year, he delivers his Code of the Road speech and includes it in the handbook for each of his 1200 staff.

After reading and digesting it, you may be inspired to cook up one of your own.

FLOYD'S CODE OF THE ROAD
Part 1: How to Stay on the Right Track at DHFS

1. Customer Satisfaction: Remember who pays your salary. They are not always right, but they always have the right to be heard. Treating our customers with respect will go a long way toward gaining acceptance of an unpopular decision.

2. Credibility: If you tell someone what you are going to do or say, then that's what you are expected to do and to say.

3. Honesty: Don't report what you think your supervisor wants to hear. Tell the exact story.

4. Ethics: Ask yourself how whatever you are doing would make you look if everyone knew about it. Never make staff feel they should do as you say, not as you do. There is no right way to do the wrong thing.

5. Confidentiality: If you have confidential information, you should keep it confidential. However, you are required by law to disclose certain information, such as harassment. You should inform staff of this responsibility before they give you confidential information.

6. Communication: With good information, people can make good decisions. Keep staff and students informed and in the know. Close the loop on all communication.

7. Delegation: You will delegate many tasks and decisions. In return, you must take responsibility and keep your supervisor informed. A rule-of-thumb is that, if there is anything your boss could hear about from another source, he/she should hear it from you first.

8. No Upward Delegation: Don't ask your supervisor to do things that you should do yourself.

9. Let Managers Manage and Let Supervisors Supervise: Don't get too involved in the day-to-day operations. Let supervisors and staff do the job we hired them to do.

10. Admit Mistakes: Along with delegation will come some mistakes. Admit mistakes and learn from them. Don't wear your feelings on your sleeve. You will be offered constructive advice. Learn to make the most of it and move on.

11. Take Chances: Don't let the fear of making mistakes reduce your ability to take chances and make changes. "If you always do what you always did, you will always be where you have always been."

12. Agree to Disagree: We will not always agree, and you will not always agree with your peers, staff, or supervisor. Disagreement is healthy in the proper setting. Never tell staff/students that you are doing something that "I don't agree with, but my supervisor said to do it."

13. Timely Response: You are expected to meet deadlines and respond to issues as fast as possible. If you are going to need something by a certain time or date, inform others with specifics ahead of time.

Part 2: Things You Need to Know

1. The centerpiece of our mission is constant improvement. You are expected to be a proactive agent of this process.

2. You are expected to be an agent of organizational diversity. This includes using your position and influence to confront, teach, and learn about issues of diversity.

3. Don't involve yourself in gossip while at work. If you have issues with another staff person, talk with that person. Do not talk about that person to someone else.

4. Listen, learn, and anticipate. See what needs to be accomplished before someone tells you to do it.

5. You are expected to be a team player by supporting and assisting efforts of coworkers as you/they work. Remember, "We win and lose as a team."

6. You are expected to communicate across unit lines promoting a friendly community setting within the Division. Anyone at any level is welcome and expected to talk with any one at any level.

7. Know that your work in this organization, regardless of what you do, helps and enables our students to be successful at The University of Texas at Austin.

8. When unsure about something, you are expected to take the lead; ask questions and then take the initiative in determining and reaching a solution.

9. The Director of the DHFS prefers to be called Floyd on all occasions. Don't refer to managers/supervisors as the "bosses." Refer to them as teammates or staff-mates.

10. Never be late for a DHFS meeting. Being late is a selfish behavior.

11. Whining and negativism is not accepted; rather you are expected to study situations and present doable options/solutions.

12. Don't be alarmed by DHFS supervisors and managers talking with customers and staff in your area. Managers are expected to be physically in and around their areas observing and getting feedback to improve the organization.

13. Residence Halls are called "residence halls" and not "dormitories."

14. Wellness lifestyles and programs are strongly encouraged for all staff.

15. Remember, students live and eat here. Keep your area attractive and inviting and don't wait for someone else to pick up trash.

Additional Tools

Join a Toastmasters International Group

https://www.toastmasters.org

This is a valuable tool. Why this organization allows you to practice three valuable leadership skills; Speaking in Public, Giving feedback and Getting feedback. Practice makes perfect.

Practice the Transcendental Meditation ™ Technology twice daily for 20 minutes each time.

With 380 peer reviewed scientific studies makes it one of the most effective self- development technique worldwide. It is the secret to long term, personal, competitive advantage. It continues to sculpt a more coherent brain structure and function. It unfolds the use of one's full potential. As one of the former CEOs of Royal Dutch Shell Oil company says "

The only competitive ,strategic advantage that may be left is the ability to learn faster than your competition. " The practice of TM scientifically shows Intelligence growth rate, higher creativity, lower anxiety and growth toward self-actualization.

Requirements to Pass this class

1. Attend all classes for the entire two weeks. No slipping in and out of the classroom or leaving early. (Absences are excused only if you are sick in bed or have a family emergency. You must get approval before an absence.
2. Hand in all homework on time by 10:00 am the following morning.
3. Participate in all activities of the class including meditation.
4. Turn phone off during the class. Use on breaks and at lunch.
5. Be on time.
6. Attend full retreat (not required during Covid19 restrictions)