

Communication and Leadership

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Before I Begin Today

Are leaders born or made?

- **The real question should be:
“Can you learn to lead?”**
 - **The Answer: “Yes,
Leaders can be Developed.”**
- **At the end of the third session today, I will tie the 3 presentations together and tell a few things worth remembering.**
- **Now on to Communication and Leadership.**

**“If you can’t communicate,
don’t try to lead.”**

My article, “That’s What I Said but Not What I Meant: Leaders and Communication”
focused on five things

- **Listen Effectively**
- **Engage in Two-way Feedback**
- **Think Before You Speak or Act**
- **Be Dual-Focused—Mission and People**
- **Build Community**
- ***These five things are important, but I chose a different approach for today’s presentation***

Overview

Leadership

- Attributes of Leadership
- Styles of Leadership

Communication

- Model (*way of looking at communication*)
- Skills
 - Reading
 - Listening
 - Writing
 - Speaking
 - Nonverbal

**“If you can’t communicate,
don’t try to lead.”**

First: What do I mean by two words?

“Communication” and “Leadership”

Communication

Effective Sharing of Meaning

Leadership

Leading to Serve Others and the
Organization

*i.e., **Servant Leadership***

Attributes of Leaders

- **Character—**who you are
- **Competence—**what you can do
- **Confidence—**belief in yourself and your ability to lead others

Character

List of some qualities

- **Inspiring—causing others to do their best**
- **Courageous—perseveres to accomplish a goal**
- **Honesty—displays sincerity, integrity, candor**
- **Fair-minded—sensitive to well-being of others**
- **Forward Looking—has a vision for the future**

How would you rank these? 1 is top; 5 is last

Character

Order listed by over 1000 people

1. Honest
2. Forward-looking
3. Inspiring
4. Fair-minded
5. Courageous

Competency

OPM's Five Competencies

- **Lead change**
- **Lead people**
- **Business acumen**
- **Results driven**
- **Communicate/Build Coalitions**

Confidence

- Exhibit Character
- Demonstrate Competence
- Think Strategically
 - Have the big picture
 - Have a plan
 - Set solid priorities
- Handle Adversity
- Look, Act & Feel Confident

Styles of Leadership

- **Authoritarian** —Tell what to do and how to
- **Participative** —Invite input and help decide
- **Delegative** —Delegate tasks to others

Authoritarian

Appropriate when:

- **Time is short**
- **Followers lack knowledge or experience**
- **Leaders need things done a certain way**
- **Others respect the leader's authority**

Participative

Appropriate when

- **Leader trusts the followers**
- **Followers have needed knowledge**
- **Need teamwork and sound decisions**
- **Leader will remain responsible**

Delegative

Appropriate when

- **Leader must assign some responsibilities**
- **Delegates expected to make decisions**
- **Leader trusts and knows competencies**
- **Leader remains responsible**

Important Points

Effective Leaders must use all styles

Servant leaders must use all styles

Leaders must focus on task & people
—processes and people or mission and people —
more about this in next presentation

Earlier I said

**“If you can’t communicate,
don’t try to lead.”**

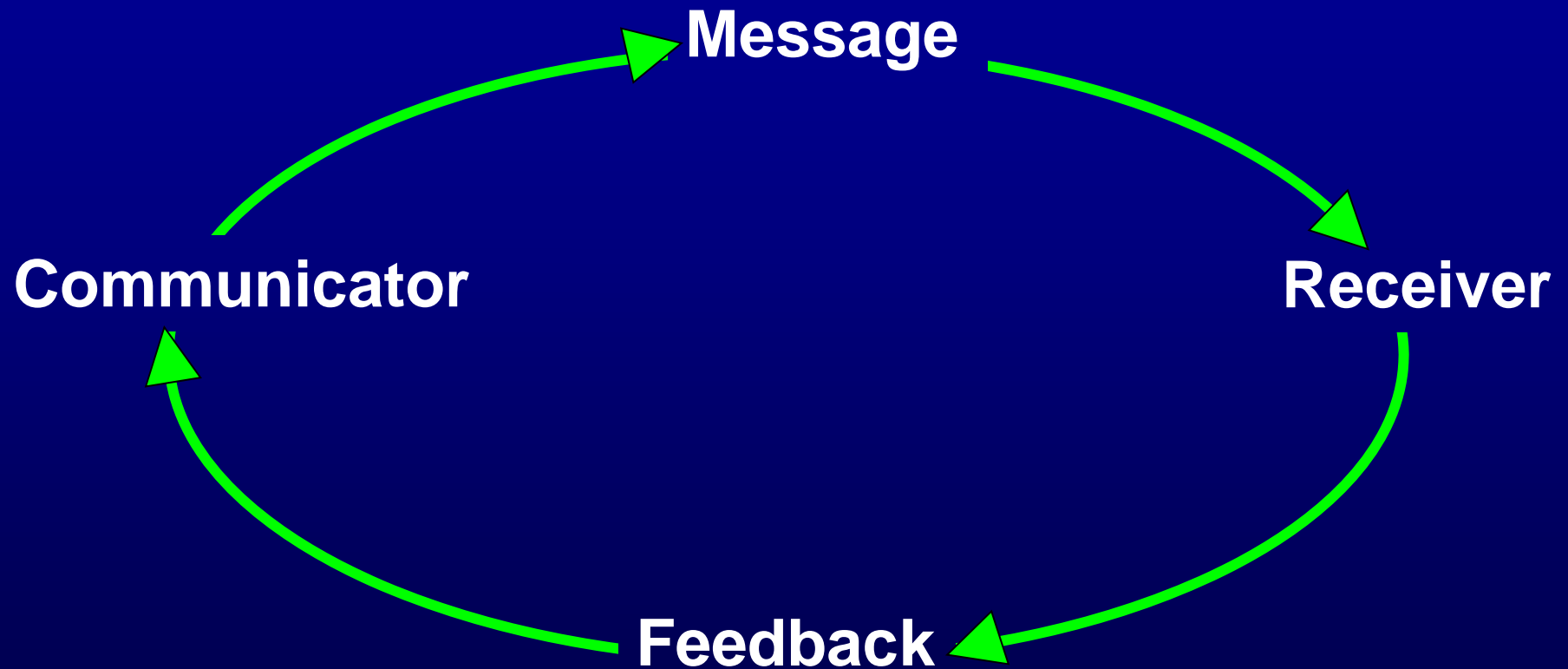
Let’s look at 3 models of Communication

Communication As Self-Action

Communicator → Message → Receiver

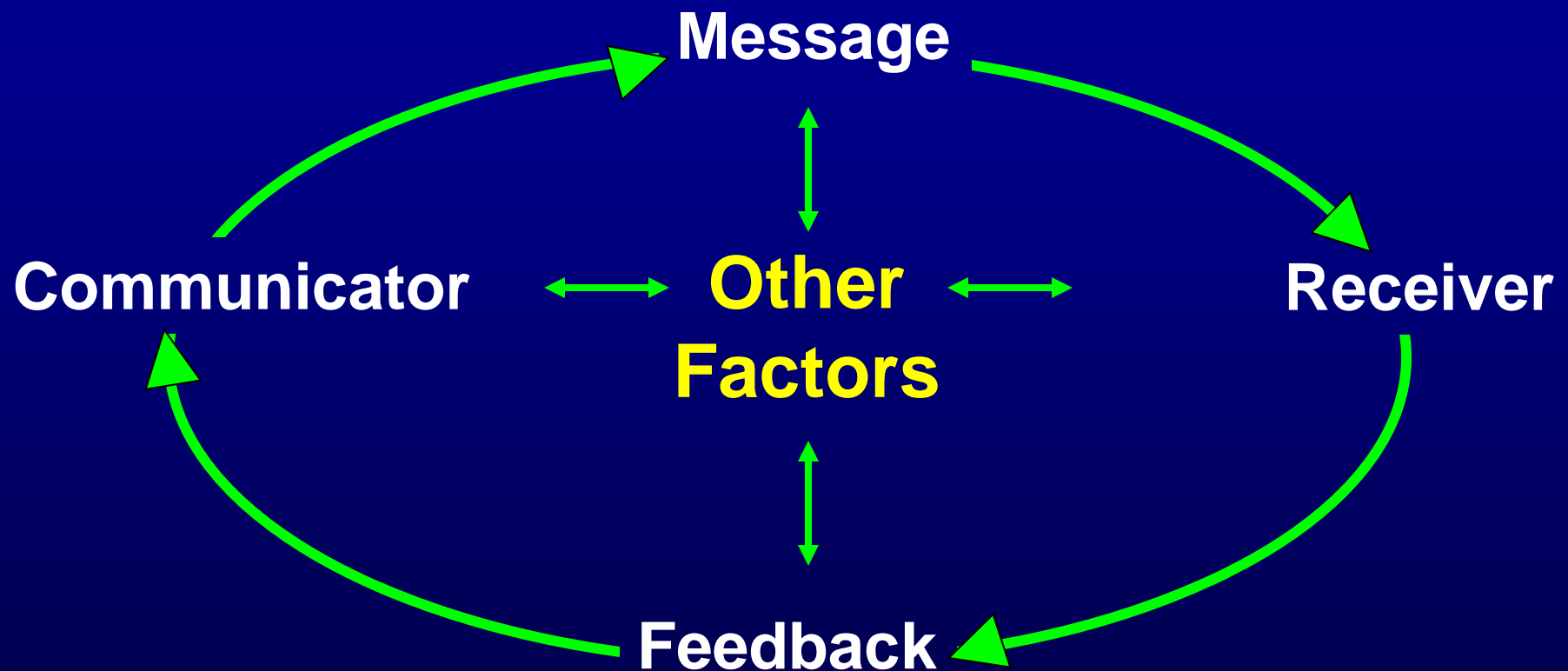
Message-Centered

Communication As Interaction



Message-Centered

Communication As Transaction



Meaning-Centered

Communication Skills

1. Reading
2. Listening
3. Writing
4. Speaking
5. Non Verbal

1. Reading Effectively

Skimming—to get the gist

Scanning—to find something

Studying—to understand

Leaders must be readers

To Become a Better Reader

- Read a variety of materials—some challenging
- Build your vocabulary
- Use contextual cues
- Learn affixes—prefixes, like “ante,” or “poly”
- Learn suffixes such as “less” or “ology”
- Discover root words. e.g., “love~~ly~~”
- Look up words you don’t know, then use them

2. Listening Effectively

Leaders must be Listeners

I didn't say hearers

Listening Process

- Receiving
- Attending
- Understanding *assigning meaning*
- Remembering
- Responding

Listening Inventory

The next slide has ten questions.
Number from 1-10, then answer
each question.

U = Usually true

O = Occasionally true

S = Seldom true

1. I like to listen to people share things about themselves. Usually Occasionally Seldom
2. When someone explains something to me, I have trouble explaining it to others.
3. I remember an individual's voice even when I've not heard it for a long time.
4. People don't like to share their ideas or things about themselves with me.
5. I don't particularly enjoy listening to inspirational, entertaining or humorous speakers.
6. Speakers' non-verbal behavior or voice affect my understanding of their message.
7. I can recognize how a speaker's information fits with what I already know.
8. I like to listen to music, audio books, news or sports when I am in an automobile.
9. I often question and ponder a speaker's ideas.
10. I don't question what experts have to say on a subject of their expertise.

Listening Inventory

Answer Key

- Questions: 1, 3, 7, 8, 9
 - U = 3
 - O = 2
 - S = 1
- Questions: 2, 4, 5, 6, 10
 - S = 3
 - O = 2
 - U = 1

Listening Inventory

Types

- Relationship: 1, 4 understand the speaker
- Informational: 2, 7 understand the message
- Appreciative: 5, 8 enjoy what you hear
- Discriminative: 3, 6 distinguish nuances
- Critical: 9,10 evaluate the message

*Abbreviated version of test; not valid measure,
but it helps us understand the types of listening*

Six Quick Listening Tips

- **Want to Listen**
- **Focus on the Speaker**
- **Be Physically Involved**
- **Don't tune out Dry Subjects**
- **Accept Responsibility for Listening**
- **Pretend you have to Repeat the Information**

Again: Consider the Process

- Receiving
- Attending
- Understanding *assigning meaning*
- Remembering
- Responding

Leaders must be listeners

3. Writing Effectively

Accuracy

Brevity

Clarity

Clear writing reflects clear thinking

Three Aspects of Accuracy

- Structure
- Content
- Presentation

Accurate Structure

Reader-centered Objective

- Not what you—the writer—wants to do, but what you want the reader to understand, feel, or do
- The **TOOTDIFERT** method keeps you reader-centered—The Objective Of This Document Is For Each Readers To... Derived from **TOOTLIFEST**
- Bottom Line: It is about the receiver

Accurate Content

**Get your facts and other
information straight**

Accurate Presentation

- Spelling
- Grammar
- Punctuation

**Sometimes I do exercises on
spelling, punctuation, and grammar.
Most people are like me when they
take the tests—embarrassed.**

- | | | |
|-----|--------------|--------------|
| 1. | annoint | anoint |
| 2. | coolly | cooly |
| 3. | supersede | supercede |
| 4. | irresistible | irresistable |
| 5. | developement | development |
| 6. | alright | all right |
| 7. | seperate | separate |
| 8. | tyranny | tyrrany |
| 9. | harrass | harass |
| 10. | desiccate | dessicate |

- | | | |
|-----|-------------------------|-------------------------|
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That's it for Accuracy

Now, how about Brevity & Clarity

- **Requires getting rid of unneeded words**
- **Requires good structure & expression**
- **Requires us to edit what we write**

Think about that last slide a minute.

Brevity & Clarity

- **Requires getting rid of unneeded words**
- **Requires good structure & expression**
- **Requires us to edit what we write**

Brevity & Clarity

- Strive for brevity
- Seek to be clear
- Edit what you write

Brevity & Clarity

- Be brief
- Be clear
- Edit

Brevity & Clarity

- Requires getting rid of unneeded words—
Be Brief
- Requires good structure & expression—
Be Clear
- Requires us to edit what we write—
Edit

Brevity & Clarity

- Requires getting rid of unneeded words—
Strive for brevity
- Requires good structure & expression—
Seek to be clear
- Requires us to edit what we write—
Edit what you write

Five Guidelines for Writing Right

- Keep on target and do not go off on tangents which are not relevant to the current issue.
- Avoid excessive or extraneous information and unneeded explanation.
- Avoid unnecessarily lengthy, wordy and verbose sentences.
- Active voice, not passive voice, should be used.
- Edit to be brief, short and concise because nobody wants to pore through unnecessary piles of verbiage. BTW: *“pore” is the correct spelling*



- **Keep on target and do not go off on tangents which are not relevant to the current issue—
Keep on Target.**
- **Avoid excessive or extraneous information and
unnneeded explanation—
Avoid extraneous information.**
- **Avoid unnecessarily lengthy, wordy and verbose
sentences—
Avoid long sentences.**
- **Active voice, not passive voice, should be used.
Use active voice.**
- **Edit to be brief, short and concise because
nobody wants to pore through unnecessary piles
of verbiage.
Edit to be brief.**

4. Speaking Effectively

*Positive correlation between
speaking effectively and
leading effectively*

Speaking Effectively

General to Specific

1. Know your objective—**TOOTSIFELT**

The Objective Of This Speech Is For Each
Listener To . . .

Speak Deductively

General to Specific

1. Know your objective—**TOOTSIFELT**
2. Organize main points to support objective
3. Support main points with audience in mind
4. Deliver the goods—Communicate

Speak for the listener(s), not for you

**Content is at the heart of
effective speaking, but
delivery reveals that heart**

Speaker Delivery

- **Physical Behavior**
 - Eye Contact
 - Gestures
 - Movement
- **Use of the Voice**
 - Quality
 - Intelligibility
 - Variety
- **Speaker Credibility**
 - Expertise
 - Trustworthiness
 - Sincerity

5. Non Verbal

“Actions Speak Louder than Words”

*“What you do speaks so loudly that I
can’t hear what you say”*

Non Verbal

Words & Actions often not present

- Artifacts Articulate
- Space Speaks
- Time Talks

Non Verbal

Words & Actions may be present

- **Word Choice** — Verbal & Non Verbal Affects
 - Same words mean different things
- **Current Behavior**
 - Eye Contact, Movement, Gestures
- **Longer-Term Behavior**

Summary

Leadership — **Serve others and the organization**

- Attributes of Leaders
- Styles of Leadership

Communication — **Share meaning effectively**

- Model — **Communication as a transaction**
- Skills
 - Reading
 - Listening
 - Writing
 - Speaking
 - Nonverbal

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don’t try to lead.”**

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