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## Leadership Academy: Introduction to Leadership

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### Transcript

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>> Andrea Falzarano: Welcome to the ASHA Leadership Academy webinar, Introduction to Leadership. This webinar content is appropriate for entry and emerging leaders. I am Andrea Falzarano, Director of Association Governance Operations at the ASHA National Office. We planned today's webinar to help communication sciences and disorders professionals to understand that leadership is not restricted to people who supervise employees or hold certain titles, but a series of skills and behaviors that can be learned and developed. Each of you should have a copy of the handout, which includes speaker information and slides. If you do not have the handout, please pause the webinar now and access a copy from our website. You will need a copy for interactive sections of this presentation. At this time, I would like to welcome our presenters, Kevin Nourse and Alice Waagen. Dr. Kevin Nourse is an executive coach, organization development consultant, and facilitator, with nearly 20 years of progressive experience in both for-profit and non-profit organizations. He is a professional certified coach through the International Coach Federation and has extensive experience coaching leaders in the areas of emotional intelligence, career planning and transition, influence, risk-taking, and strategic thinking. Dr. Alice Waagen is a business consultant who teaches management skills to business leaders. Alice has conducted hundreds of workshops and training classes at many of the country's top fortune 500 companies, non-profit organizations, and government agencies in the Washington, DC area. In just the last five years, more than 132 leaders from 26 regional organizations have graduated from her unique leadership development workshop series. Now let's begin. Over to you, Kevin.

>> Kevin Nourse: Thank you, Andrea. Welcome, everybody, to the Leadership Academy webinar on the Introduction to Leadership. We're happy to have you all participate, and we'll be talking about leadership and some foundational concepts and some skills that you can take away and use quickly after the webinar. We're going to get into the actual agenda in just a moment, but, first, I'd like to make sure to review the ASHA disclosure statement. I am Kevin Nourse, principal of Nourse Leadership Strategies, and I'm an independent contractor. I'm being financially compensated by ASHA for the Leadership Academy webinars, and I do not have any non-financial interests with ASHA. My colleague, Alice Waagen, is a subcontractor to Nourse Leadership Strategies. She is also an independent contractor, financially compensated by ASHA for the Leadership Academy webinars, and without any non-financial interests with ASHA. I also wanted to say that there are two audiences for our webinar today. We've got our participants who are in the classroom with us, but we've got those of you who are listening to the audio recording, the recording of the webinar. For those

listening to the webinar recording, throughout the webinar, we're going to be posing some reflective questions to everybody in the audience, and at that point, we would invite you to hit the pause button on your replay of the webinar so that you can reflect on the question, and perhaps in your journal or on the handout itself, and then when you're ready to resume, hit the replay button and join us. So, with that, I'll toss it to my colleague, Alice, to give us the roadmap ahead.

>> Alice Waagen: Okay. Thank you, Kevin. Well, excuse me, I likewise want to welcome everyone to this webinar today. Um, I think it's a great foundational, um, webinar, foundational topic for anyone interested in leadership. Leadership, of course, is a vast, vast area of study, with literally thousands, if not hundreds of thousands of books and articles written on it. We're going to take a flyover today, a very high-level flyover, and just kind of give you an introduction to some fundamental concepts of leadership. So, how are we going to do this? We're going to start by defining some key topics and ideas, then we're going to spend a little bit of time taking a trip down history and look at sort of the history of where a lot of the leadership theories that we think about or know about have come from. We're then going to contrast, compare and contrast management with leadership. Sometimes, these terms are used interchangeably, but oftentimes, they're distinctly different, and we're going to talk about that. And lastly, in many ways, perhaps most importantly, we're going to share with you what you can do to develop your own, um, skills as a leader, develop your own leadership abilities.

Well, let's start by looking at, again, key concepts. In putting together this webinar, one of the most difficult challenges I had was to come up with a succinct definition of leadership. Um, succinct, it is, a very simple sentence, the action of guiding a group of people or organization towards a goal. When I talk about leadership with others, that's really the crux of it. I say whenever you need to get work done, you need to achieve a goal, you have to get a result, by directing the work of others, that is leadership. Leadership does not mean doing it myself, leadership means doing all kinds of actions and activities to get others to achieve a goal or to achieve mission. Now, what is not leadership? Um, it's not a title. I can give somebody a very fancy title of, you know, head of whatever, and they're not leaders, because they're not exhibiting the behaviors we're going to talk about shortly. It isn't an issue of age. It isn't that, you know, after a certain age or certain number of years in the workforce that gets to our tenure point, you know, automatically, you're turned into a leader. And it's not management. We're going to get, again, to compare and contrast those in a few minutes, but just to sort of get us anchored into what it is and what it is not. I know what I like to do when I talk to people about leadership is say think about it with a little l to start with rather than a capital L. Leadership, actions, behaviors. It's how we act with others, not necessarily any of these other issues. Kevin, you want to add anything to our idea of what is leadership?

>> Kevin Nourse: Yeah. Um, a bit of an extension of the definition, I also think, one of the experiences I've had working with, you know, in our work with ASHA, with the leadership development program, we've had a chance to look at, you know, the trajectories and the growth of a lot of audiologists and speech-language pathologists,

and, so, in addition to kind of behaviors and skills, the other part of it is, um, at the level of thinking and identity, you know, who do I have to be to become a leader. So, it's, oftentimes, as much, or even maybe in some cases, more important, you know, do I identify with that, and, so, I think that's what makes this webinar really valuable, to start breaking that down in terms of not just skill, but, again, the identity, who am I as a leader, which is really important. We start to think about assumptions we make, meaning if we step into a leader-like role, how do we act. Yeah.

>> Alice Waagen: I like that, that concept of identity. I hadn't thought of that. That's a really good distinction. So, Kevin, you're going to talk to us about why we feel this is an important topic.

>> Kevin Nourse: Indeed. Thank you, Alice. So, instead of reading what I've shared on the screen and your handout, which is available for your reference, I would say, um, really, that second point, for me, stands out, a series of skills and behaviors that can be learned and developed. So, just as you developed, um, as an audiologist or speech-language pathologist and learned your craft, such is true with leadership, and, so, the key is we'll breakdown leadership into, you know, a set of specific skills or competencies. Um, so, I think that's part of it, but, again, the other part, as I mentioned and just want to reinforce, is, you know, to what extent do you see yourself as a leader, and that's one of the things, again, we ask LDP participants early on, and so this concept of leadership emergence, which is a whole field of research, and we'll talk more about that, but, anyway, so, the topic is important, to breakdown this concept of what it means to be a leader, because, quite honestly, many people do resist stepping into leadership roles, because that term is so confusing to them about what does it mean. So anyway, anything you want to add, Alice, before we continue?

>> Alice Waagen: No, I think that's a really good point you made there. Yeah.all right, um, every one of our webinars, we like to open up just highlighting some current research that has gone on, some evidence-based research on the topic. Um, I've included a number of articles here, but the one that I found very intriguing, the third one down, how bad are the effects of bad leaders. Um, what the authors of this article did was really did a meta analysis of a lot of other leadership, um, research, and basically asked is there a correlation between a destructive leader and, um, what happens in organizations, and they found, first thing that they found, literally jump off the page, was there was a direct correlation between destructive leadership and the attitudes of the employees. In other words, the employees would see the destructive leadership and let it affect their attitude and motivation and so on. It also was a direct correlation between counterproductive work behavior. Um, so, what the authors ended up summarizing at the end is we've done a lot to research good leadership, we need to do more research in looking at the effects of bad leadership and bad leadership behaviors, because it definitely affects the workplace outcomes. So, Kevin, I think you're going to open us up with a reflection question here.

>> Kevin Nourse: That's right. So, very broad question, and it's a juicy one, and we always ask this in foundational workshops we teach on leadership, but as you think about, you know, where you are in your career and the work that you're doing, what is your biggest challenge in being a leader in your profession? So, just think broadly about what is it about, um, the idea of stepping into a leadership role or functioning as a leader that's so challenging, and for those that are listening on the recording, now would be a good time to hit the stop button and do some reflection in your handout or your journal, and when you're ready to resume, just hit the replay button. So, Alice, anything, while we're waiting for our classroom participants to share their thoughts, um, what stands out in your interactions with your clients that are on the leadership track?

>> Alice Waagen: Well, I think there's a number of things that I think of when I think of my clients, my coaching clients and the like, and, you know, I think one thing that comes to mind is almost, um, there's almost too much written about leadership. There are so many models and so many theories and so much of this or that that I think it gets in the way of people being authentically themselves. You know, they'll read about, you know, a Jack Welch or another business leader, Warren Buffet, and think I have to be like that, and that's not the case. I think the beauty of leadership is it brings out the best of people, if they can just relax and let that happen. What about you, Kevin?

>> Kevin Nourse: You know, that's a really good one, the idea of find your authentic voice as a leader, which is the way I practice it, what's important to me, my values, and, so, it really is a matter of so much of who I am as a person shows up in how I lead others. So, I think, to me, that is fundamentally, I think a real challenge in developing leaders, which is that very thing. Um, I also look and have noticed quite a bit of challenges, um, it's such a complex environment, and, of course, when you step into a leadership position, you're trying to solve, you know, complex problems, and that becomes more and more difficult these days in terms of given organizational trends, but larger trends, so that, as well as the idea of, um, influencing others and getting people onboard, and so the idea is, as a leader, what power do you draw upon to try to have impact and engage others in terms of getting them aligned around a vision, and that, um, I teach a lot of classes on leadership influence, and this is a stretch area from entry-level supervisors, team leaders, all the way up to CEOs that struggle with this.

So, um, let's look to the classroom and see what our thoughts are from some of our participants. Leslie points out the lack of leadership training within the organization and/or mentors. Leslie, that's huge, and I think, you know, tip our hats to ASHA and what it's doing for the CSD profession in terms of offering, you know, leadership development for, again, many folks that are in the professions that just don't have access within their organizations, and to some extent, you can learn leadership by watching. In other cases, you really do need a formal program to get the insight, to get the feedback, you know, to have the conditions where you can develop. Bonnie speaks about balancing to think big picture with, concurrently, also, in essence, keeping the train running with your day-to-day responsibilities. Bonnie, I've heard that described by many of my coaching clients in terms of this push and pull. At any given moment, I mean, you

can work yourself into, you know, a crazy state, thinking do I focus big picture, do I focus tactically, so, again, at any given point, you know, leadership effectiveness is based on the choices we make in the moment about where we focus our time. Michelle, you point out about pace-setting, not rushing others forward. Right, and, so, it's about how much, um, how much incentive do you provide for people to achieve their tasks, but also not overwhelm them, and so you're, it's like a continuum within you of how hard to push versus give people autonomy, and as you say, it really is a fine balance, and that calibration process is so much what leadership development's about. Um, Alice, do any of these comments resonate for you and what you're seeing with, um, your work developing and growing leaders?

>> Alice Waagen: Oh, yeah. I especially, um, like Bonnie's comment of balancing the big picture with the day by day responsibility. I think that is plaguing the world of business in general these days, you know, and, unfortunately, a lot of business, um, failures are due to focusing on the short-term, focusing on, you know, quarterly numbers and not looking down the line and not thinking strategically. So, yeah, it's definitely part of leadership, is to be able to do that and to do it, you know, on a consistent basis.

>> Kevin Nourse: Mm-hmm. Okay, I think you're next up, Alice.

>> Alice Waagen: Yes, I have our first area, um, the history lesson, um, and, hopefully, people aren't looking at this page and, you know, and running, screaming from the room, because we're not going to be going through this in any great detail, but the reason I wanted to spend a little bit of time on this is to answer the question, or to illustrate how our beliefs about leadership have changed over the decades. Um, so, back in the 1840s, you know, the middle of the 19<sup>th</sup> century, the writings about leadership back then, we called the great man theory, the belief was that leaders are born, not made, that somebody, you know, literally was born a great leader and would just rise up from whatever they were doing and, you know, and lead others, and, so, there wasn't the issue of training people to be leaders, it was much more of an issue of recognizing those people as they stepped forward and supporting them as much as they can. Now, I will say, are leaders born, not made is still a debate that continues until today, but it's interesting for me to see, even back then, the underpinnings of this. So, we go a little bit more forward into the 20<sup>th</sup> century, and we now have something called the trait theory, and, um, yes, leaders are born and made by focusing on certain key characteristics.

So, the evolution started to say, well, yes, there are definitely people that are born, but there are other things that can be, other traits, so to speak, that can be highlighted or trained in a person. We get mid-century, and we've got a new body of research come out that's behavioral theory, and that is figuring out those behaviors that make sense for leaders and then begin to teach them, and, you know, relying on that more than, you know, physical characteristics or mental characteristics. We then, again, advance a little bit more, and now there is a contingency theory. I'm not going to go through these one at a time, you can see where we go from here, transactional and transformational. Um, I would say the transformational theory that, um, you know, started in the 70s is really one

of the most prevalent today, and that is leaders, you know, literally transform their followers through inspirational, um, nature and charismatic personalities and things like that. Kevin, I know you've studied a lot of the leadership theory too, can you add anything to our discussion here?

>> Kevin Nourse: No, I think it's a really nice synopsis of kind of where we've been, and, again, you can see the hooks of based on how we conceptualize leadership, we then think about, well, how do we develop leaders, and that's kind of, we could almost look at the parallel history of that, and, so, the idea of, um, providing people skills and knowledge through training, but also, experiential, um, doing and reflection, um, is a nice complement to what we're working with, but I think, yes, exactly, so, I find as an executive coach, I'm working with, um, some individuals that, um, you know, hold, perhaps, misguided beliefs about what it means to be a leader, and I still continue to hear with some of my clients that still subscribe that, gosh, if I wasn't born with it, can I really develop it, so I still find there's an education process going on with people that want to become leaders, that what it is and what it isn't, and that it really is possible to develop that, because that's part of it. Really, I have to understand what are people's mental models they hold in their head about what it means to be a leader, and, of course, they talk themselves out of it, which is I'll never be, you know, a president or the CEO of an organization, and so that myth they hold based on, again, the great man theory is, well, I will never be that, so therefore, I can't be a leader. So, I find that that is often a significant barrier that, you know, we as developers of leaders have to work through, which is, yeah, like, let's conceptualize what it means for you beyond what the research says.

>> Alice Waagen: That's a really good point, Kevin, and I hadn't thought of it that way, but it makes perfect sense. Depending on what a person, you know, studies, learns, or observes in others can, um, enhance and accelerate their growth into leadership or can literally put blinders on to say I can never be like that person, therefore I can't be a leader. Um, what I know I've observed, and I'm sure you, too, is leaders come in all different shapes and sizes. Yes, this person might be very charismatic and successful, but, you know what? This person is very soft spoken and quiet and still as successful. So, there's many, many ways one can exhibit leadership behaviors.

>> Kevin Nourse: Mm-hmm.

>> Alice Waagen: Um, I think you're taking the next point in this, Kevin.

>> Kevin Nourse: That's right. So, a few things I want to point out about some of the real giants, I think, in the field of leadership, because, again, they inform, in essence, the very way that we're, you know, implementing webinars associated with the Leadership Academy, so it's quite relevant. A couple ones I want to point out, Kurt Lewin was, really, a pretty amazing social psychologist. Um, he looked at the whole perspective of context and how when you lead, it's not a solitary act, you're subject to the forces of relationships all around you. So, for example, when we teach skills on influence, it really harkens back to some of Lewin's work, recognizing that you're never in isolation, you're

trying to manage these forces of relationships around you, which I think is a really important one. The other one to point out is a favorite, which is Peter Drucker. So, very interesting researcher, coined the term management by objective. Um, he also identified the term knowledge worker, so really helped evolve the field of leadership to looking at it's not just simply producing widgets, but it's really, um, the idea of service economy and, um, that knowledge really is the key currency, but he was so focused on, um, building community and dignity for people in organizations and framed leadership from the perspective as a liberal art, that you could consider psychology, sociology, all sorts of things. So, again, these folks stand out in terms of being really significant, because they continue to influence what we're doing today as it relates to leadership and development. Back to you, Alice. Anything you want to underscore?

>> Alice Waagen: Well, I'll take a brief stop at Hersey and Blanchard. I think there's probably nobody on the webinar who hasn't heard of situational leadership. It goes back a ways and is an extraordinarily popular leadership theory base, and, um, and what I appreciate about the work that Hersey and Blanchard have done in that model is, basically, they were the people that really coined the concept of adaptive leadership style, and it's one that I know, Kevin, you and I use a lot in our programs, and that is, you know, the leader just doesn't have a cookie-cutter approach, but really observes and listens to the followers and changes his or her approach based on what they're getting back from the followers. So, really, a good key foundational, um, point of view, theory base, I think, for anybody looking to study leadership.

>> Kevin Nourse: Great.

>> Alice Waagen: All right, well, we have our, another reflective question, and, again, wait until I do the setup, and then I'd ask those who are listening to, um, pause the recording and spend some time with this. It's a very thoughtful question. So, start by thinking of a person that you believe is a great leader. What do you observe in his or her behavior that leads you to conclude that they're effective? So, kind of anchor in your own mind somebody maybe you know currently or somebody from your past who you felt really was a very strong leader, what did they do that made you conclude that? So, again, those with the webinar recording, pause and reflect on this, and those who are live with us in the classroom today, share your thoughts in the chat box. Kevin, what about your thoughts on that? What behaviors have you observed in effective leaders that you want to highlight here?

>> Kevin Nourse: You know, it's funny, I've worked with probably hundreds of leaders over the years, but I go back to, um, really, at a foundational level, the stories I heard about my father. So, Jim Nourse, he was a commander in the Navy, and it's interesting to look at, um, I've read some of what his, the guys on his ships wrote about him, and my dad was a big believer in terms of, um, you know, really engaging his guys on the ship, and so he would go listen to them and find out where the issues, where the problems were, and then he would kind of move into action to address it. So, he had the gift of engagement, and it's something I didn't appreciate until, of course, you know, once he

passed away and I started really looking at what he stood for, and, so, it's really fascinating to reflect on that and the impact that he had, to the point where, in the Navy, my father received the E Award, the Excellence Award for his ship because of the, um, the level at which they were performing based on how he led as a commander, and so it's just, um, I was just thinking about that the other day. How about you, Alice?

Anybody stand out in your mind?

>> Alice Waagen: Wow, that's a great story, Kevin, and I appreciate the personal nature of it. Well, you know, that's a good, um, a good point. I think that the great leaders that I have come in contact with, um, and some of our respondents have mentioned this, but I think it's worth highlighting, is they listen, they really truly and honestly listen, and it's so interesting that if a leader truly listens, they are communicating back respect, inclusiveness. Um, you know, we think of listening as a passive behavior, but it's the act of stopping and listening for an answer sends very strong and powerful messages back. Um, Michelle mentions, again, listening and reframing the conversation into a reflective question, to seek to understand. Yeah, yeah, it's definitely, um, more than just, you know, hey, I got your idea and running with it. Um, Leslie mentions excellent communicator, good listener, and easily adapts to change. I think that is another good one, because, oftentimes, when people are in a leadership position, they're feeling like they need to support the status quo and keep it the way it is as opposed to, you know, being open to change things. Bonnie mentions integrity. Oh, making others see their value, really, really good, um, points there. Integrity, you know, I don't think you can be a leader without that, because that's what builds trust and makes people want to follow. Absolutely. Um, Kevin, I think you're taking the next section, opening it up, right?

>> Kevin Nourse: Yeah, that's right. Let me advance our slide. So, we want to slice the onion a little bit further and really do some distinction finding between leadership and management. Um, so, you can see in the handout, we've got some managerial attributes and some leadership attributes, and there's a couple I want to specifically highlight the distinction. Um, we can think about, um, internal focus versus external focus in terms of internal to the organization. So, more often than not, we find managers that are typically more internally-focused to kind of the tasks and the responsibilities within the organization, but we do find, um, that many leaders focus broader, you know, they've got a much broader view, and it's certainly even more of a long-range view in terms of how an organization functions. The other thing, you might think in terms of the source of the power, in other words, what do these two types of roles, um, draw upon. So, for example, we know that managers tend to take, rely more on their formal authority or power and use more directive energy to try to get things done, um, versus leaders that really rely on influence, the ability to enlist and engage people, kind of build shared vision, um, and use a different form of power, so it's the idea of how can I develop relationships, where I've got a really compelling vision. So, it has a very different affect in terms of trying to achieve results, but the net effect is if you've got, um, if you're, say, in a managerial role and you've got that, really, the key is how do you balance it, because I look at these two as really, like, two hands clapping, that, um, the fact is that



you can be a leader even without being a manager and practice some of these skills, but if you've got, um, a managerial title or formal authority, again, the idea is how can you balance how you use your managerial mindset and skills and attributes with those of, um, more of a leaderly view. Um, anything you want to add to that, Alice, before we move on?

>> Alice Waagen: No, I think that's a very succinct way to put it, um, and I've even, you know, heard people say, you know, a manager is a title. Leader's not a title, unless people are creative with their job titles, but it's a set of behaviors, and I think that's a great way to kind of differentiate, you know, at least begin to differentiate between the two of them.

>> Kevin Nourse: Great.

>> Alice Waagen: All right, so, I am taking this a little bit further and a little other way to look at it, and that is looking at them, um, management as a structural kind of function, planning, budgeting, and leadership, um, more in terms of flexibility. So, you can see, kind of looking at these words back and forth, um, the difference, or the distinction, in some way, between them, but the other way to look at it, though, in terms of successfully running an organization, is you do need both, which it leads to a very interesting, um, phenomenon, I think I've seen, that in some cases, people tend to think of management as a lesser, um, function, a lesser set, you know, maybe not as evolved or not as complicated, or easier, as opposed to leadership. We tend to put the word leadership sort of up on a pedestal, and yet when I look at both sides here, I don't really see that one is greater or lesser than the other, I see them both as, Kevin mentioned about the two hands, or yin and yang, you know, whichever metaphor that you want to have, if you have everything on the leadership side, but you don't have any planning, there's no budget, there's no way to measure work, you're really not going to be successful. On the other hand, if you plan well, budget well, you evaluate work, but you're not building relationships, you're not identifying key talent, you're not motivating coaching and building trust, you're not going to be successful. So, it's really like both together are equally as important. Kevin, any other thoughts that you have on this discussion that we're talking about?

>> Kevin Nourse: Yeah. I also think, you know, from the management perspective, which, again, is often more of a compliance orientation, to leadership with more of its, pay attention to the person and the engagement and the culture, again, there's a complementary skill set, and, so, the process of developing leaders, you know, many times, again, for people that get into management is how to help them start to, um, see themselves a different way, that I don't have to tell people what to do, I can find ways to engage them and find ways to motivate them. So, you know, one aspect of, um, harkening back to our slide about leadership theories, the whole stage theory, and so we know that leaders, in their development, go through stages, such as children do or adults go through in terms of development, and many times, this really represents the transition from I've got this formal management role, now how can I grow into becoming a leader,

and it's through, you know, stages that leaders go through and their development, so it doesn't just happen overnight, but it's a trajectory over time in terms of experimenting with new behavior, and, of course, in just a few minutes, we'll get into leadership development and talk about what that means for you all, but I think this is a nice summary, a succinct summary of leadership and management and some of the, how they differ. Again, looking at each of these elements as a continuum, it's not you're always this or you're always that, but somewhere along that continuum. Did I explain that well, Alice? Is that clear?

>> Alice Waagen: It makes perfect sense to me, Kevin, and I love the idea of the stages of development. Um, I had forgotten about that, that theory, and it makes, I mean, I've seen this over and over. I do a lot of work with, um, first-time managers, and I've made this statement many times, that the most difficult transition, I think, of any career transition is stepping from individual contributor into manager for the first time, and that growth that has to happen for a person to realize they cannot be successful anymore by just doing it themselves, and oftentimes, the managers who are not doing well and who are called micro managers and are not respected are the ones who don't learn that lesson. So, they give an assignment, and then they kind of breathe down the person's neck the whole time or do it for them, all those other not-so-good behaviors, but learning over time to motivate and coach as opposed to just doing it for them, I think is a key difference of, you know, growing into the leadership role. Yeah, good thought there.

>> Kevin Nourse: And, you know, and it's interesting, again, reflecting on, you know, literally, the, you know, few hundred people we've worked with, audiologists and speech pathologists, um, who have been part of the LDP program over the past seven years, and it's just fascinating, all of them have a leadership project, and, so, that project allows them to demonstrate a lot of the right-hand side, but they still have to use some management skills to achieve that, even though most of them don't have the management title, so to implement their leadership project, um, from conception all the way to execution and then, you know, debriefing it, many times, they start with the leadership skills that they've got to develop, particularly around, um, creating a vision, you know, engaging others, influencing others with their idea, um, facilitating a team, and then they also add in the mix of kind of the management functions, because they've got to manage this project, and so they rely upon that, even beyond, again, most of them don't have a title of manager, so it's just interesting to reflect on, again, what we've seen and kind of all of our alumni, which is just so, um, wonderful, to see, um, leaders emerge in this profession.

>> Alice Waagen: Excellent. Well, Kevin, I think you've got us, um, with a reflection next.

>> Kevin Nourse: That's right. So, the question is, take a minute and think, why does management have a negative connotation for some people as opposed to the positive view that we often we take about leadership? Again, maybe you don't have a very strong one, but we're curious just to reflect a little bit on that, because we hear that, um,

in a number of classes that we've taught, that there's sometimes a negative view of that. So, for those listening on the recording, we would invite you to hit the pause button, do some reflection in your journal or in your handout, and then when you're ready to resume, hit the replay button. Um, and then for folks in the classroom, we would invite you to chime in what your thoughts are about how you view management versus leadership and maybe what goes into that. Um, what theories do you have, Alice? Like, what do you, personal experience or notice in your efforts to develop leaders?

>> Alice Waagen: Well, this is a question that I've asked myself many times, and I don't have a good answer, but I will share some observations. Um, as we went back through the history lesson awhile back, if you remember, um, Drucker's book was the practice of management in 1954, it was not the practice of leadership, although many people would say he really was talking about leadership, and when I go to my library, my bookshelf that I call my classics, and I've got Drucker on there and Lewin and a whole bunch of others, it's as if, um, I can't put a date to it, but for many, many decades, people talked about management as a noble activity, and it included these concepts of leadership. At a certain point, we kind of pull the leadership piece out of it and talk about it now as the more lofty and more positive and management as lesser so, and I know my soapbox is I would like to see them glued back together, because I don't think you can be successful with one without the other, so that was my little mini rant there, Kevin. Do you have another way of looking at this? It's intriguing.

>> Kevin Nourse: Well, I think, you know, often, what happens, even in the media, often, we focus on, because there's a lot of publicity for really bad managers in the world, and, so, you know, oftentimes, they get the focus, because it's certainly more exciting from a news perspective, but, um, so, it's often the individuals that are real leaders that are often quietly operating from behind the scenes that sometimes don't get the visibility, um, that they need and deserve, so it may be a matter of kind of a, you know, what gets airplay and what doesn't as part of that, and I think, personally, you know, I reflect on my journey so far, and, um, you know, positive and negative experiences that I've had with, um, you know, supposed leaders that were really pretty bad managers, in other words, just some fundamental views about the basics of management, which I think can be a very noble role, um, haven't been very, very positive in my book, but, yeah, so, there's some thoughts on that.

>> Alice Waagen: Great. Well, let's see what our other, um, folks are sharing with us. Um, Bonnie says there are many not-so-great managers out there, um, good people can be promoted into this position without the skills needed. You know, that's a very good point, Bonnie, is, again, because management is a position, it's a title, it's a role, that there may be people that just have gotten those roles not deservedly and are not that good at it, sort of lending the thought that management isn't as, you know, valued a thing. Um, yeah, Michelle mentions also negative past experience, fear of leaning in, breakdowns in communication. Excellent. Excellent. Yeah, yeah, I think it's a very, it's something I struggle with when I work with developing others, to point out the

importance of both, and that people need to develop on both sides of the equation, not just to focus on this issue of leadership, but also on effective management too.

>> Kevin Nourse: Mm-hmm. You know, one other thought that sprang to mind as you were talking, Alice, is I think about this idea that, um, there truly are some people for whom they really aren't on a trajectory to be a leader, in other words, they're really okay being a sole contributor, and I think, I've worked with technical leaders that love their science, and they would be perfectly willing to stay in the lab and crank out research and write papers and be wise sages, and they have no interest in rising up the management, um, track, and it's interesting, because I've worked in some high-tech organizations, I recall doing work with Texas Instruments, they have dual career paths, they have those that are the scientific and technical experts that can become the wise sages in their field, and then they have those for whom they're more, um, wired to be in senior executive roles, and, so, different career paths, so we're seeing that more and more. So, I think it often gets back to knowing yourself and, um, the idea is you could be, for example, a thought leader, but that doesn't necessarily mean that you're a good fit or have the desire or passion to step into a formal leadership position. In fact, many technical people really want nothing to do with that. I just want to do my craft, and I'm okay with that. So, I think that, to me, is an important distinction or a question to ask, you know, like, I can't assume someone's on a leadership trajectory, maybe it's just not for them, you know, and that's an important reflection question to think on.

>> Alice Waagen: That is so true, Kevin. You know, I've often counseled individual contributors who are very, very skilled, and, of course, they start to be groomed to move into management, and they're uncertain, and I ask them one question, how much do you really love what you do, and if their answer is, oh, I love it, I love doing this work, I tell them they might want to think about it, because once you rise up through the ranks of management, you do less and less of the work yourself, and you delegate and coach and motivate others, and I think you're right, some of the challenges people have is letting go of doing the work, and if they don't, again, we get the micro manager, we get those negative attributes. Well, I will say, this is a topic, I think, Kevin, you and I could talk about the rest of our days together, but let me move on to our third and most critical topic here, which is developing your leadership abilities. So, folks who are, you know, listening to this recording or participating, you know, in the live classroom today, this is the third piece, you know, how do I grow as a leader. Um, what you have in front of you on this page is called the competence four-block, and I have to talk slow going through this, because I get all tongue-tied if I do this too fast. Basically, everything that we need to know is in one of these four buckets.

So, let me start with the first box, number one. We are unconscious incompetent. What body of knowledge that exists in this first area is we don't know what we don't know. In other words, we're maybe not doing something right, but we aren't even aware of it. So, this is a sequential thing, so let me walk through it and then show you how it can be used for development. Now, what happens, though, as we get more experience or we listen to others, we end up in the second box here, which is conscious incompetence.

We've now gotten the feedback that there's certain things we're not doing well, okay? So, this is really where the developmental journey starts. So, I know there's things I should be doing well, and I know I don't do them well, or I don't know how to do them, which might also be the case. So, based on that, I do some learning, get some experience, whatever, and I end up in the third area, which is called conscious competence. You know, what that means is I'm good at doing something when I'm consciously thinking about it. If I don't consciously think about it, it's not ingrained in me yet, and, um, I may not do as well. So, in this third category of conscious competence, I might use checklists, or I might have a plan that I refer to, but I've got tools, job aids, so to speak, that help me be competent. Our fourth area is unconscious competence. I'm so good at doing it, I'm not even thinking about it. It is a natural part of my behavior, I do it all the time without thinking about it. Now, ideally, true competence exists in this fourth category, I do it well without thinking about it.

So, how we navigate through these four is really the key to development. In our first category of unconscious incompetence, probably the very best tool a person can have is being open and receptive to feedback, as well as being open and receptive to whatever types of measures or optometrics exist in the workplace that will give me the feedback, the data, the information, that I can judge my own competence, and at that point, say, really, I am incompetent, now I'm in the second category, conscious incompetence, and in that second category, that's where we rely on a lot of developmental types of tools, whether it's reading books, taking workshops, um, being mentored by another person, being coached by another person. Based on that, I go into my third category, I know what I need to be doing, and I need to practice over and over again, I need to practice so much that it becomes second-nature to me, and therefore, I would get into the fourth category. Kevin, your thoughts on our four-block here?

>> Kevin Nourse: Yeah, a couple things. One is, um, generally, what I find in developing and growing leaders is that once, adults hate to look incompetent, none of us do, I mean, that's a really vulnerable spot, and, so, but yet, part of my job as a developer and coach of leaders is we've got to surface people's incompetencies, or they don't get better, and, so, I just want to normalize the fact that that is an uncomfortable place to be, like, ugh, I just got feedback, and our instincts are to become defensive and deny or ignore it. So, let's just say that that is, like, part of human development and how we grow. The other thing that I find, that the shift from three to four, conscious to unconscious, I'm working with a client now, well, gosh, I worked with her three years ago, this individual was a brilliant project leader and a defense contractor, and her challenge was that she was so impatient with junior associates, um, and they would say things that were inaccurate in front of their client, and she would have sharp reactions to them, so the coaching work we did was to, first, raise awareness of kind of her triggers, and then help her develop some skills in terms of, um, getting more familiarity with what's going on for her. So, we concluded, this was a year I worked with her as a coach, I just heard from her last week, she wants to resume, because she's slipping back to old behavior, so that shift from being consciously competent to unconscious competence, where it's ingrained into your toolkit, you don't have to think about it, for her, the

challenge is that she's slipped and retreated to some old behaviors, so we're going to have to go back to some of those structures that we created and accountability, and so that we really ingrain it. So, to me, just because you've learned something, if you don't continue to practice it, you could easily slip back into old behavior, and I think we see that happen all the time. So, that, to me, really is an important part of, again, growing leadership and, um, how you build skill.

>> Alice Waagen: That's a great point, Kevin. I've always thought of this as a linear progression, but you're exactly right, you can go backwards. Yeah, if you're not careful, and I do think, you know, from your example, it hinges so much on your openness to feedback. If you block feedback, if you react negatively, if you push it away, you're pretty much locking yourself into that first box, because you're not going to know, you're just not going to know when you're not doing it right, and therefore are incompetent. Well, Kevin, I think you're going to talk to us about a step by step process next.

>> Kevin Nourse: That's right. So, let's think about, broadly, you know, what do you do when you want to develop your leadership abilities, what's a good, um, rubric or protocol to go through. So, this is some guidelines to help you think it through. We, first, think about broad competencies we want to develop, and perhaps you got some feedback from your boss, or maybe a colleague on a committee you're on, or you're simply noticing your behavior compared to others that are doing it really well, so you kind of self-assess, but you identify a broader area. Let's say that it's conflict, that, you know, you struggle with conflict, you avoid it, when you try to implement it, it's not effective, so we can think it, um, you know, take that and break it down into some specific observable behaviors. So, maybe it's in the moment, when you want to confront someone or raise an issue, you lose your voice, so you're afraid of raising controversial issues with others, um, and maybe part of that is starting to get, um, clarity, that it's not with everybody, it's only with your boss, because you do it really well with others. So, what we know about really good development is that we focus, I want to develop this set of skills to use, perhaps with these people and these situations, because in other situations, I don't have a problem with it.

So now, we can start thinking about actions or activities to build mastery, um, based on understanding that. So, it could be everything, from, you know, interviewing others to find out how they handle it, to taking a webinar, to all the different tools that we can use to experiment with new behavior, get some ideas, um, and move into action, because, really, it's not about just thinking about it. Like anything, it's a behavioral skill that has to be practiced. We then start to engage and actively engage others to provide feedback. So, we've got kind of the rough behavior, now we just need to smooth it out a little bit. We're becoming more, it's getting more and more ingrained into our behavior, we're becoming, um, less need to think about it. Um, and we do that, we continue to reflect on learnings and insights, maybe there's some special situations that trip us up, um, and then continue to practice the behavior, and then, suddenly, it goes under the surface, we don't have to think about it, now we kind of, in essence, move on to the next skill we want to develop. Um, Alice, what did I miss, or what would you underscore?

>> Alice Waagen: Oh, I don't think you missed anything here, Kevin. It's a great, um, you know, step by step process, and I especially always like number five, reflect. Um, we don't do enough of that, you know? We're always on, always, um, you know, mobile devices and multi-tasking and whatever, but to build into your schedule an opportunity to turn all the devices off and sit back and ask yourself thoughtful questions and use that to really embed the learning, I think is so important.

>> Kevin Nourse: You know, it's interesting you say that, I keep, probably since I was 18 years old, I've kept, you know, journals, and I do that personally and professionally, because I know in doing this leadership work, many times, I experience a client who's struggling with the same issue I am, and it's kind of like, wait a minute, that looks really familiar, yeah, because it's me.

(Laughing.)

>> Kevin Nourse: So, I start to think about that, but I find that, um, the reflection I do on a weekly basis, I will capture successes that I've had, so successes, say, interactions with colleagues or clients, whatever, but I also capture things that, um, I struggled with and disappointments in myself or others, and, so, the idea of kind of building in that reflective cycle, which I think is really, really critical, and that nothing gets better without some reflection. So, I've always been such an advocate about journal, um, using a journal and a developmental process, because, you know, to me, quite honestly, that's what helps us develop self-awareness, which is, I think, the heart of emotional intelligence.

>> Alice Waagen: Well, I use a journal because I have a particularly bad memory.

(Laughing.)

>> Alice Waagen: And I'll be writing down my best idea of the day, and as I'm writing, I'm like, didn't I have this idea, like, three weeks ago? And sure enough, it's already in there.

(Laughing.)

>> Alice Waagen: But I figure by the third time I have it, I might make it a conscious competence and not forget it.

(Laughing.)

>> Kevin Nourse: That's great. So, I think, um, at this point, you're going to take us into our final reflection.

>> Alice Waagen: Yes, and this is a reflection that, um, I would like the people on the webinar, um, recording to hit pause for a really long time, because this is a bit of a self-assessment, um, to give you a start on your developmental, your leadership developmental journey. So, we've got competencies listed in the column, many of these reflect the webinars in this series. Um, you know, kind of get a thought to yourself, you

know, where are your skill levels with these, you know, do you feel they're adequate or not, and then, you know, maybe select one to be your next developmental focus area. So, I'll go ahead and pause a minute, let everybody pause the tape, and, so, Kevin, what do you think about this list? You think there's some on here that really would be a good place for people to start?

>> Kevin Nourse: Yeah. So, again, reflecting on seven years of delivering the leadership developmental program with, um, with ASHA, a couple things stand out. Um, more specifically with, um, influence is often a big, um, stretch for a lot of, um, audiologists and speech-language pathologists that we've worked, really internalizing your sense of power, finding your voice, to assert yourself, asking for what you want, huge one. Um, the other thing is within the emotional intelligence, kind of related to that is the idea of, um, certain qualities of emotional intelligence, such as self-awareness, self-regard, assertiveness that also complements the influence, so that's one. Conflict management stands out as the second broad area that, again, a lot of the folks, um, we've worked with through ASHA have struggled with that, and, again, that is such a, boy, a critical competency, I think, for those that are on a leadership trajectory of developmental. How about you, Alice? Any reflections on, um, audiologists and speech-language pathologists and what we've noticed?

>> Alice Waagen: Yeah, yeah. Well, of course, um, like you, I gravitate to emotional intelligence. Um, you know, I'm often asked by people, you know, what do you think is the most critical leadership attribute for success, and I immediately come back with two of them, um, self-awareness and self-management. Self-awareness, it gets back to shrinking that, um, first box in our competence thing of not being unconscious, but being conscious. You know, get that first box as small as possible through self-awareness. Once I'm aware of it though, then the second part is self-management, what do I do about it, and I think, you know, that is not only the place to start on the leadership journey, it's the place to be, and I don't think there's ever a done, there's ever you're done with that learning, I think it's a continual journey, to find out about yourself, how you relate to others, how they relate to you, you know, how to build trust, how to build relationships with others and things like that. I think it's sort of the foundation of the whole thing. Other thoughts that you have on, um, development here, Kevin?

>> Kevin Nourse: No, I don't. How about we poll our group to see if there's anything that stands out as opportunities for them in terms of potential development.

>> Alice Waagen: Yeah, our live viewing audience, definitely, and it's interesting, as you mention, in the years that we've taught the LDP, um, what we do get feedback from our SLP and audiologist folks, um, on the value that the whole emotional intelligence, um, thing meant to them, you know, to get that heightened awareness of the emotional side of interacting with others.

>> Kevin Nourse: Mm-hmm.



>> Alice Waagen: So, Michelle says influence, it is scary and hard to think of embracing this. Yeah, yeah, scary and hard. Yeah, I would say to both, yeah. Bonnie wants conflict management, and Michelle, again, emotional intelligence, this is a key to my personal growth. Yeah, it's a very, um, interesting, um, set of research and thoughts for years, you know, going back to the 90s is when Goleman first put the model out there. Well, with that, I think we are at the, close to the end of our journey together today. Um, you know, again, just to summarize, leadership isn't a title or a position, it is a set of behaviors and attitude and beliefs. Um, leadership and management are not the same, but they're definitely complementary, and leadership development, you know, you're really trying to take the unconscious part and make it small as possible to be aware of what you need to grow and to develop. Um, and what's next? Where do we send you forth from here? Um, very simple; we believe a lot in interviewing people, so interview a leader who you think is very effective, and ask how they define leadership. I think that's a, that would be a wonderful question to take to someone. Definitely, create a development plan of your own, starting to work on your own leadership skills, and then do a bit of visioning, create a vision for yourself as a leader. What impact will you have? How will you behave? What will it feel like? Really good thoughts to put in a journal. With that, I'd like to turn the mic back over to Andrea to wrap us for today.

>> SPEAKER: Thank you, Kevin and Alice, and thank you, everyone, for joining us. This webinar is part of a series in ASHA's Leadership Academy. For more information, including information on continuing education credits, visit [www.ASHA.org](http://www.ASHA.org) and search Leadership Academy. We also encourage you to join the ASHA Community, focused on leadership topics. Go to [ASHA.org](http://ASHA.org) and search Leadership Academy. You will find a link to the online community on this page. This concludes the ASHA Leadership Academy webinar, Introduction to Leadership. Good-bye from the ASHA National Office.