

Learning Curve

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Department of Public Safety and Correctional Services
Professional Development and Training Division

Executive Director's Corner

This edition of the Learning Curve is about leadership, so let me share a leadership tale.

Once upon a time, in a land not far away, there was a brand new, wet behind the ears, Parole and Probation Agent. Fresh out of the Academy, determined to make a difference in the world, she found herself assigned to a supervisor who had quite an illustrious past before coming to work for the Department. He was a very nice, fatherly type who told interesting and sometimes even amusing stories about his past to anyone who would listen as well as to those who were not all that interested. Now, this new agent was determined to do a good job and despite having received excellent Academy training, she still had a lot of questions. Like all good employees, she went to her leader for advice and guidance. However, instead of getting her questions answered, she found herself trapped, listening to hours of Mr. Supervisor's reminiscing. Upon seeing her dilemma, one of her co-workers rang her phone, and another co-worker answered it and called Ms. New Agent to the phone. Her office mates informed her that this was the rescue strategy they had devised when anyone was caught in the grips of Mr. Supervisor's longwinded stories. She soon learned to turn to the

experienced agents for assistance, because if she went to Mr. Supervisor, she not only did not get her questions answered, but wasted much time that should have been spent doing her work. Some of the information she received from colleagues was helpful, other information was not. This meant that Ms. New Agent was left to learn the intricacies of her position by trial and error, never the best way to learn. It also sent her the clear message that Mr. Supervisor did not care about her work and cared much less about the agency's mission. Mr. Supervisor was not a bad person, but he certainly was a bad leader.

As you may have guessed, I was Ms. New Agent. Fortunately, Mr. Supervisor has long since left the Department, but I must say, I learned an important leadership principle from him. Sometimes knowing what not to do can be as important as what should be done. I learned that all good leadership begins with one often underutilized skill: listening. It has always amazed me that early in our education we learn the important communication skills of reading,

writing and speaking. The only instruction in listening that I remember receiving was when Mom would ask me to, "Be quiet and listen to what I am telling you." And yet, I believe that for leaders, listening is at least as important as the other communication skills, if not more important. Mr. Supervisor was completely incapable of listening. One cannot listen when they never stop talking.

The articles in this newsletter describe the five exemplary leader practices identified by Jim Kouzes and Barry Posner through years of research, and described in their book, "The Leadership Challenge." We have selected this model as the basis for the DPSCS Leadership

Institute because it is backed by solid research and also provides a simplistic yet comprehensive guide to good leadership. As you read about the five practices, consider how crucial good listening skills are for each of them.

Wishing each of you the ability to listen closely and hear clearly,

Nancy

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Transformational Leadership

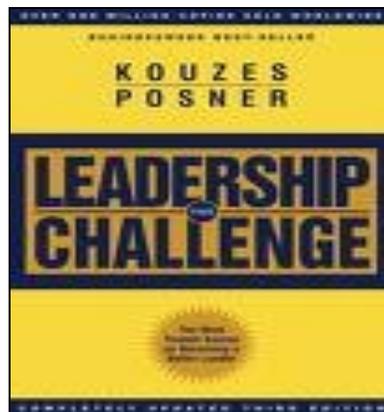
By Steven Berry

According to the United States 2000 census, there were 82,826,479 baby boomers in the workforce. In 2009 the oldest of these Baby Boomers turned 61. The Bureau of



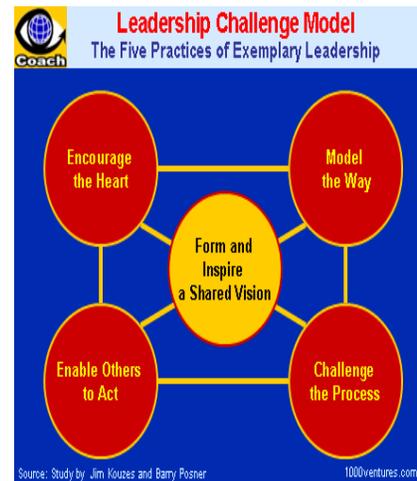
Labor Statistics states that 20% of the current workforce will be eligible to retire in 2014, stemming a huge organizational impact, both in the public and private sectors. Some of these impacts are: lack of qualified personnel to move into these positions, a higher turnover, valuable loss of institutional knowledge, retaining talent, and ultimately a possible decrease in work production, not to mention possible fiscal impacts. Understanding this monumental shift in the workforce was forthcoming. In 2004, the Professional Development and Training Division (PDTD) began conducting preliminary research to develop a leadership program for the Department of Public Safety and Correctional Services.

The primary focus of the research and design phase for the new program was to determine which essential knowledge, skills, abilities, and core competencies that current and future leaders need in order to be successful. In our original assessment, PDTD was looking to design a program that would focus more on the “practices” of effective leaders, that is, what makes some leaders more effective and successful than others. What types of intrinsic aptitudes do successful leaders possess that set them apart from the rest? Born out of this research and design process was the inception of the Professional Development and Training Division’s Leadership Institute which is based, in part, on the Leadership Challenge. The Leadership Challenge was published by Jim Kouzes and Barry Posner in the 1980’s and was a product of many years of research and surveys in best



practices in leadership. Kouzes and Posner developed their leadership model by conducting surveys on employees, as well as focus groups and allowing for

personal reflections, all based on the same premise, what makes a leader most effective. Once all the results of these assessments were collapsed, they were grouped into 5 major themes, or leadership practices which are:



- *Model the Way*
- *Inspire a Shared Vision*
- *Challenge the Process*
- *Enable Others to Act*
- *Encourage the Heart*

In this newsletter, we will be giving you an overview of each of these five leadership principles, as well as pointers on how to increase your competency level so you can begin to cultivate the leader in you.

Model the Way

By Phyllis Mills-Greene

Stop for a minute and consider the people that are your role models. What traits prompted you to emulate them? Is it strong beliefs and principles or a commitment to a set of values? Maybe you never stopped to consider what it is, but leaders know what values they want to instill in their team. If leaders want to share commitment and inspire their team to achieve high standards, they must lead by example.

A true leader is very much aware of their inner values and knows how to express them. Values are the force that guides us as we go about our daily routine and impact our decisions. To be effective, a leader's values must align with the organization's mission and goals. It is easy to be passionate about the mission when there is a clear understanding of the force that drives it. The expression of commitment is key to soliciting support from the team. Words and actions matter.

The commitment of a creditable

leader is conveyed by his or her actions and words. Words indicate the viewpoint and actions reinforce a dedication to core values and beliefs. The visible expression of a leader's dedication and personal commitment is what people look for, follow and imitate. Leadership is a relationship that needs to be developed.

Leading by example sets the standard for the team to follow. Values become meaningful and easy to uphold when the team sees them expressed daily by their leader. Modeling the way demonstrates a personal commitment that people admire and imitate. It does not matter if the task is small or large, the idea is to set the example. A simple task such as spending time listening to ideas from the team is an indication that all ideas are valuable and that the team members should listen to each other. Similarly, when a leader works together with the team on a project instead of just supervising or delegating tasks, the message received should be "lend a helping hand to our colleagues".

The team's attitude is a direct reflection of their leader. An exemplary leader builds confidence through words and deeds. Eventually, the team will connect what is said to what is done and decide whether to follow their leader.

Success at modeling the way is determined by the leader's ability to align their personal values with the organization followed by motivating the team to support the organizational values. The leader may periodically remind the team of the organization's vision and mission to help steer them in the right direction and to ultimately meet the goals set by the organization. This will ensure that the team, guided by their leader, successfully meets the standards set by the organization. To be a leader is a challenging responsibility. Are you modeling the way?



Inspire a Shared Vision

By Gene Farmer

When asked to describe their leadership experiences, people often describe exciting times and give a picture of very promising futures of their organizations. They have dreams and visions of how the organization could be. Just think of every organization for a moment—every social movement begins with a dream. When I was interviewed for the position I currently hold at PDTD, I had one major question for the director—“What is your vision for PDTD?” the answer to this question helped to shape my vision and provide guidance and direction to the role I would play here at PDTD.

What is a shared vision?

A clear description or picture of the future that all stakeholders want to create. It is a future that people are willing to pay a price for in their employment.

Exemplary Leaders passionately believe that they can make a difference. They anticipate future trends and exciting possibilities, creating an idea and unique direction for their teams. The Maryland Department of Public Safety and Correctional Services’ vision will be nationally recognized as a Department that believes its own employees are its greatest strength, and values the development of their talents, skills, and leadership.

We will be known for dealing with tough issues like gang violence, by capitalizing on the strength of interagency collaboration.

We will be nationally known as the Department that takes responsibility for the greatest of problems, and moves quickly and quietly to bring about successful change.

The Department of Public Safety and

Correctional Services will be known as one of the national leaders in the development and use of technology through system interoperability.

Others will look to this Department for its effective leadership and evidence-based practices.

We will be known for our belief in the value of the human being, and the way we protect those individuals, whether they are members of the public, our own employees, those we are obligated to keep safe and in custody, or victims of crime.

The Maryland Department of Public Safety and Correctional Services will be known as an organization that focuses on its mission and vision and protects the employees, detainees/inmates, and the community.

This is our example of what our organization could be. This vision helps to generate new levels of inspiration and energy that will change the current culture and create a new future. Shared visions emerge from personal visions. We must all believe in the vision and make conscious effort to work towards it to make it a reality, as visions do not materialize magically. They do come from paying attention to the current situations. To be able to have a vision of the future, you have to be able to see the big picture as well as explore the past. Exploring the past will enable us to use our past experiences to enrich our future.

Vision comes from relationships and not positions. It is not just the position of leadership that is important. You must be passionate about the legacy you leave behind as a leader.

As a leader, how do you motivate others? There are two kinds of motivators at work - Extrinsic and Intrinsic people. We do something because we feel or want to please others or ourselves. People who are

self motivated will keep working towards a goal even if there is no reward (intrinsic). People externally controlled will stop when the reward or punishment is removed. So you can't impose self motivating visions on others. The vision has to have meaning for everyone. The ability to articulate a clear vision of the future significantly contributes to getting extraordinary things done. Make sure your team knows what the vision is and how it effects them. Your unit should have a vision for themselves that aligns with the Department's vision.

Some strategies for inspiring a shared vision.

- Envisioning an uplifting and ennobling future.
- Enlisting others in a common vision by appealing to their values, interests, hopes and dreams.
- Make the vision understood by all
- Create highly energized teams with a focus on excellent team process and team building
- Coaching skills for those who may need it
- Reward team members
- Recruit the right staff
- High levels of trust and open communication
- Encourage a culture that takes risks and ownership rather than blame
- High standard of discipline exhibited by all

Leadership is not a title or position; it's about the choices we make each day. So, if your perspective is that the world is ugly and bad, that's what you will see.

Adapted from Robert Thompson, The Leadership Challenge Workshop 11-18

Challenge the Process

By Dawn Pearson

The study of leadership is the study of how men and women guide us through the vicissitudes of life which includes adversity, uncertainty, hardship, transition, new beginnings, and other significant challenges. It is also the study of how they actively search to reduce the status quo and promote new possibilities. They search for opportunities to change, grow, innovate, and improve the organization. They experiment and take risks. Leaders realize that risk taking may involve mistakes and failures, but view them as learning opportunities. While searching for ways to get extraordinary things done, leaders make use of four essentials; seize the initiative, manage challenges meaningful, innovate and create, and look outward for fresh ideas.

SEIZE THE INITIATIVE

Make something happen

Leaders seize the initiative with enthusiasm, determination and a desire to make something happen. Leaders who make things happen are proactive and have the ability to make something happen under circumstances involving extreme uncertainty and urgency.

Encourage Initiative in Others

Leaders search for opportunities for people to exceed their previous levels of performance. They regularly set the standard higher. The best leaders understand the importance of setting the bar at a level, at which people feel they can succeed. Raise the bar a bit at a time and eventually people master the situation.

Lead through assigned work

Leaders must be agents of change. It is not the challenges themselves that are important, but your attitude towards them that counts. Can you rise up to

the challenge when confronted with an insurmountable problem? Seizing the initiative has absolutely nothing to do with the position. It is about attitude and action.

MAKE CHALLENGE MEANINGFUL

Challenge with Purpose

Leadership is not about challenge for the sake of challenging or shaking things up. It is about challenge with meaning and passion. As long as you believe that what you are doing is meaningful, you can take the next step.

Meaning Comes from the Inside

The inspiration to deal with the challenge and uncertainties of life and work comes from the inside. According to the authors, research suggests one must be internally motivated if people are to do their best.

INNOVATE AND CREATE

Balance the Paradox of Routines

The challenge of creating a new way of life is intrinsically motivating to leaders and constituents alike. Leaders must get rid of routines, because among other things, they stifle our creativity. Find a balance between routine and daily activities and be willing to adapt to changes.

Progress with Discipline

If organizations and societies are to make progress, leaders must be able to detect when routines are becoming dysfunctional. Leaders must be able to see when routines are smothering creative planning and blocking necessary advancement.

LOOK OUTWARD FOR FRESH IDEAS

External and Internal Communication

Leaders will be in a better position to detect demands for change, if they use their "outsight". They must stay sensitive to the external realities by going out and talking to their constituents. Leaders must listen and stay in touch.

Let Ideas Flow in from the Outside

Leaders must be open to ideas and information to become knowledgeable about what goes on around us. Keep your eyes and ears open for new ideas and destroy barriers that often confine us. Remain receptive and expose yourself to broader ideas. Be willing to hear, consider and accept ideas from sources outside the organization.

Challenging the process is not challenging someone's beliefs, ideas, and opinions simply because they are different from your own. It involves being receptive to divergent views and being able to sift out ideas that will enhance the organization.

Action Steps in Searching for Opportunities

- Treat every job as an adventure
- Seek meaningful challenges for yourself.
- Find and create meaningful challenges for others.
- Add fun to everyone's work
- Question the status quo
- Renew your teams
- Create an open-source approach to searching for opportunities
- Send everyone shopping for ideas

ADAPTED FROM KOUZES AND POSNER (2003), LEADERSHIP CHALLENGE

Enabling Others to Act

By Michael A. Helm

The practice of enabling others to act does not just enhance the performance of your organization. Its effects are exponential, making it the best time investment that a leader can make.

Many leaders and managers know this, but fail to put it into practice because of the fear of losing control, fear of others not following through or other concerns. For those who fall into this category, may I ask you two questions?

- Do you feel overwhelmed, do projects and assignments sometimes get lost, forgotten, or completed incorrectly because of higher priorities and a lack of time?
- What do you think is going to happen to your performance, work, and more importantly your wellbeing in the long run if you keep handling things yourself?

The ability to enable others to act allows us to utilize the enormous resources of others. However, this does not come without an investment. This investment involves developing four areas of our environment:

- Create a climate of trust
- Facilitate relationships
- Enhance self determination
- Develop competence and confidence

To establish a climate of trust, leaders should create an environment where everyone feels involved to the

point where they take ownership in both the process and the results. To do this, leaders need to consistently reinforce the vision. Additionally, they should generously acknowledge and edify all the members of their team throughout the process and upon completion. This idea is echoed in the statement below.

"In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course." John F Kennedy, President

The facilitation of relationships begins with establishing rapport with individuals. The essential element required is that people know that you are interested in what they do and that you care about them. People will not care about what you want or what you know until they know how much you care first. This message is also conveyed in the message below:

"Now, I have used the words "they" and "their" in speaking of these heroes. I could say "you" and "your," because I'm addressing the heroes of whom I speak -- you, the citizens of this blessed land. Your dreams, your hopes, your goals are going to be the dreams, the hopes, and the goals of this administration, so help me God." Ronald Reagan, President

You can only enhance self-determination if you are an example; by so doing you will be trusted and have rapport among your team members. However, remember it is "self" determination. That means as a leader you need to have a good understanding of that individual and enable him or her to find his or her internal reasons, not yours. Yes, you can pressure someone and it may work in the short run, but only

internal determination stands the test of time.

Enabling others to increase their competencies begins with understanding their values, goals and interests. A good understanding of what they are passionate about can go a long way to help develop their competencies.

It is often difficult for leaders to grapple with the fact that people will sometimes make mistakes or have poor judgment. This is the time when true leaders shine. Leaders should take the time to help their employees learn from an event and then encourage the individual to continue completing the task themselves, rather than taking and completing the task themselves. Remember: "Good Judgment is the result of lessons learned from poor judgment."

Finally, developing confidence is the summation of the development of competencies plus the certainty of support with the realization that failures are inevitable. However, when you learn from failures, they can become a catalyst to achieving your greatest success.

Remember the word **TEAM**:

Together
Everyone
Achieves
More

Encourage the Heart

By Sue McGee

Does this guy look familiar?



James Kouzes and Barry Posner would more than likely have wanted to take the *Tin Man* under their guidance, given him a heart and made sure he knew how to use it!

The last of the Five Practices of Exemplary Leadership is Encourage the Heart. The two commitments that support this practice are:

- Recognize contributions by showing appreciation for individual excellence.
- Celebrate the values and victories by creating a spirit of community.

People are fully committed to a course of action when their hearts are in it.

Encourage the Heart is the practice that appeals to the power of people's hearts. This practice is about managers and supervisors looking of and finding ways to recognize and celebrate consistent behaviors for employees that produce the desired results and go beyond the what is required.

Current research shows that people who engage in at least three positive interactions for every negative interaction tend to be more effective and productive than those who have a lower ratio of positive interactions. More specific research in the field of corrections indicates that the ratio of positive interaction to negative interaction is 1 positive to 21 negative. You might not have control of how many positive versus

negative interactions others initiate, but you can control the ratio of positive to negative interactions you initiate with others.

Kouzes and Posner state that in years of research, they have never found someone who decided to leave a job because of too much genuine praise and recognition.

Recognition is about acknowledging good results and reinforcing positive performance. It also involves promoting an environment in which everyone's contributions are noticed and appreciated. To continue for months at a demanding pace, people need encouragement. Outstanding leaders understand this and are constantly engaged in expecting the best and personalizing recognition. By personalizing recognition, leaders send the message that someone took the time to notice an achievement, seek out the responsible individual and personally deliver praise in a timely manner. It's important to be sensitive, as personalizing requires knowing what's appropriate individually and culturally. Make the recognition meaningful to each individual. Some are comfortable with public announcements of praise; however, others would rather have a few complimentary words in private. Find out what works for each employee. Don't rely on the formal reward system for everything. A spontaneous act of recognition and a thank-you are powerful motivators. People are greatly inspired when significant people in their lives believe in them.

The final commitment of celebrating values and victories includes personal involvement and creating a spirit of community. Kouzes and Posner recommend making

celebrations part of organizational life. There are multiple methods and reasons for celebrating:

- Personal- birthdays, anniversaries, marriages, graduations, holidays
- Professional- promotions, successful transitions, job-well-done
- Comfort- loss of a co-worker, economic closing of an office or institution
- Altruism- collecting articles for others during a personal tragedy (fire, drastic weather damage, medical problems)

Some may perceive Encourage the Heart as lenient. Most often, those who use phrases like "touchy-feely" or "warm and fuzzy" are not comfortable or experienced in emotional well-being. Kouzes and Posner's research is clear in showing those who practice Encourage the Heart produce exceptional results.

People need to be recognized for their accomplishments and encouraged to reach higher levels of achievement. The misperception is that people get paid for doing their jobs, why is any other recognition or reward needed?

Think of your favorite sports team. Do you cheer and support them when winning? Isn't that what they get paid to do? Do you cheer louder and longer to encourage them when they are losing?

If you find yourself humming "If I Only had a Heart"; stop feel your next heartbeat before you take another step.

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Learning Curve

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PDTD Mission

Professional Development and Training Division provides a comprehensive, integrated learning and organizational development system for employees who protect the citizens of Maryland.

PDTD Vision

Committed to promoting collaboration, communication, and innovation throughout DPSCS, PDTD fosters a highly trained and professional workforce that ensures the seamless transition of defendants and offenders from pretrial through community supervision and ultimately to productive lifestyles, creating safe Maryland communities.

PDTD Guiding Principles

The Guiding Principles of the Professional Development and Training Division are to:

- *Assist DPSCS staff in aligning with the organizational mission*
- *Encourage life-long learning and growth for all DPSCS staff*
- *Develop leadership at all levels within DPSCS*
- *Stay focused on customers, both internal and external*
- *Teach evidence based content, utilizing adult learning principles*
- *Support all learning styles through creativity and innovation*
- *Collaborate with the various agencies of the Department*
- *Partner with external agencies to provide enhanced training and professional development opportunities for DPSCS staff*

PDTD Spotlight— Executive & Leadership Development

The Professional Development and Training Division's Leadership Institute is an intensive 6 day program designed to provide employees with the necessary knowledge, skills and attitudes to be highly successful leaders. The program is based on the most recent leadership research and focuses on the development of leader competencies through extensive self-assessment, self-reflection, group discussions, small group activities, workplace projects and peer coaching.



The Executive and Leadership Development unit has held 8 Leadership Institute Cohorts and graduated 209 participants since the first program in Spring 2005.

The Spring 2009 Leadership Institute Cohort's Session I was held April 15 – 17, 2009, and included 26 participants. The Spring 2009 Leadership Institute Cohort's Session II will be held on June 24, and Session III will be held on September 24 and 25, 2009.

For more information about the Institute, contact the program coordinator, Pam Genco at pgenco@dpscs.state.md.us.