

Developmental Leadership Basics Growing the Best Workers

A program for the Electric
Cities of Georgia
Foreman Supervisor Conference

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www.taylorprograms.com

Generation NeXt Goes to Work: Issues in Workplace Readiness and Performance

Mark Taylor

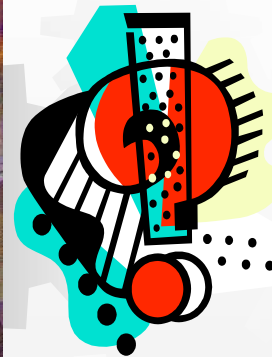
Many traditionally aged graduates from Generation NeXt are having significant difficulty in successfully transitioning from college in the workplace and in adapting to the expectations of the workplace (Kearnes and Shirley 2006; Taylor 2006a). Many schools have been slow to recognize the significance and magnitude of this epidemic of work-life unreadiness so are not making the necessary institutional, programmatic, and instructional changes necessary to improve the work-related abilities of their graduates (Levine 2005b).

Developmental Leadership



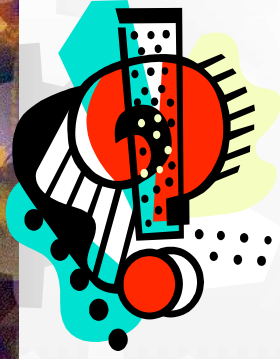
- Leadership- getting others to do what you want them to do, whether it is something they want to do or not
- Developmental
 - Helping workers improve
 - Compliance
 - Job technical skills
 - Interaction/ communication skills
 - Self-direction/ responsibility
 - Leadership.

How do you do it?



- Direct instruction
 - Showing and telling
- Modeling
 - Being an example
 - Of a good worker
 - Of a good leader
 - Of a good person
- Inspiring follower-ship
 - They want to do right by you
 - Want to be like you.

Leadership



- Lots of strategies
- Three basic mechanisms
- You are/ will be leading lots of different kinds of people
- Some are motivated by what motivates you and some not like you
- Understanding across types helps develop a great team and get the job done.

Leadership and Power

Three kinds

- Position power
 - Based on title and role status
 - Directing/ brings compliance*
 - Necessary in dangerous situations*
- Expert power
 - Based on knowledge and skills
 - Educating/ brings agreement*
- Personal power
 - Based on identification, liking, respect
 - Motivating/ brings cooperation.*



(Almost) nobody anymore likes Position power, though it is the easiest for inexperienced leader to leverage. You are encouraged to develop Expert and

Workplace and Personality

- Six basic types
- You will deal with all of these types at work and elsewhere
- Types tend to cluster in workplaces
- You will need to
 - interact with them
 - cooperate with them
 - influence and lead them
 - live with and raise them
- Understanding types and preferences will make you more effective
- They tend to prefer different kinds of leadership.

Workplace and Personality

1. Position
2. Expert
3. Personal

Realistic 2
Doers, mechanical, hands-on, practical

Conventional 2
Organizers, orderly precise, like details

Investigative 2
Thinkers, scientific, scholarly, focused

Enterprising 3
Persuaders, assertive out-going, friendly

Artistic unleadable
Creators, imaginative non-conforming expressive

Social 3
Helpers, caring, friendly



Becoming the Boss

- How did you get to be a boss?
 - Extended management training/ mentoring?
 - Probably not
- A predictable process of becoming a boss
 - Start with a crew of equals
 - Promote one/ give them Position Power
- Based on skills, accomplishments, leadership potential?
 - Expert or Personal Power potential?
 - Or based on seniority?
- Enter classic Middle Management
 - Answer to administration
 - Live with the workers
 - Expected to be “loyal” to both....

Becoming the Boss

PROS

- money
- authority
- power
- status
- self-direction

CONS

- responsibility for
 - jobs getting done
 - outcomes, not just tasks
 - time management
 - resource management
 - rule following
 - safety issues
 - correcting others
- changes in relationships.

The End of Friendship

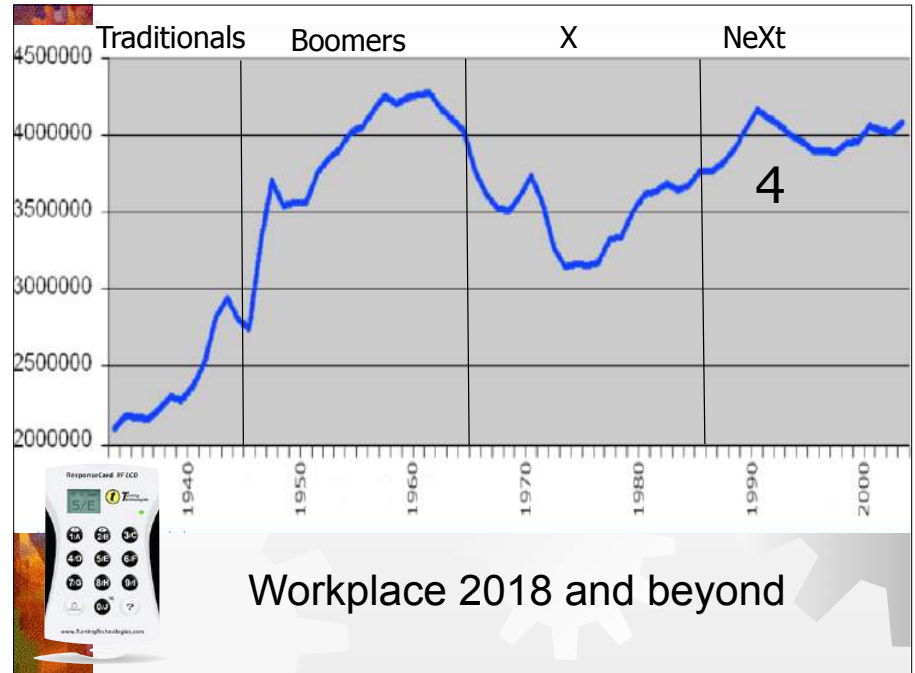
- You can't be the same kind of “friend” as before you were promoted, when you were all peers
- A new power differential
 - You have power
 - They have “diminished consent”
- If you stay friends it is very natural for people to leverage friendship for favors
 - schedules, tasks
 - degrades the team.
- What you need is Respect
 - that they recognize your new role
 - appreciate that you do it as well as you can.

From Friendship to Respect

- Respect comes from
 - **Fairness**- treat everybody the same
 - **Consistency**- being a stable predictable person
 - **Rule following**- you are the rules. That's your job.
 - **Safety**- pretty important in your line of work
 - **Modeling**- don't ask others to do what you wouldn't do (or have not done)
 - **Being positive**- about the organization, the mission and the tasks
 - **Excellence**- is this the best we can do?
 - “Good enough” is probably not good enough.
 - Have we done the complete job?

Understanding the Generations

- We are each the member of a generational cohort
- The products of our times
 - Tend to carry culturally influenced perspectives from that time
 - No one asked to be raised like that
 - Socialized before we knew what was going on
- Not stereotypes or over generalizations
 - Based on **Modal data and Trends**
 - **Typical/ Normative** generational traits
- Doesn't perfectly describe everyone
- There are major shifts between groups
- A starting place for understanding self and others
- Parallels to learning to be a boss



Sacrifice

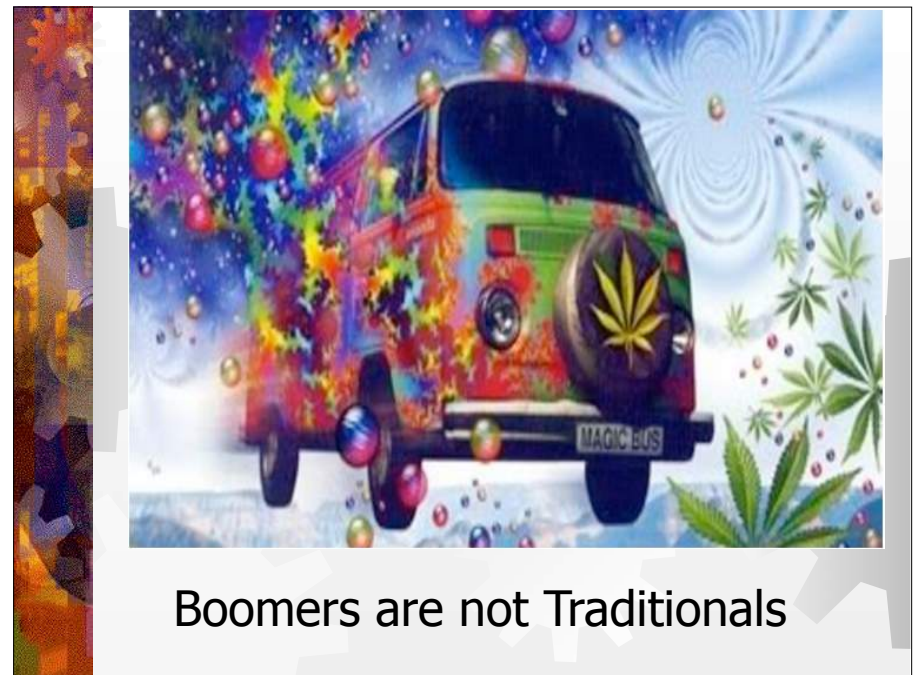
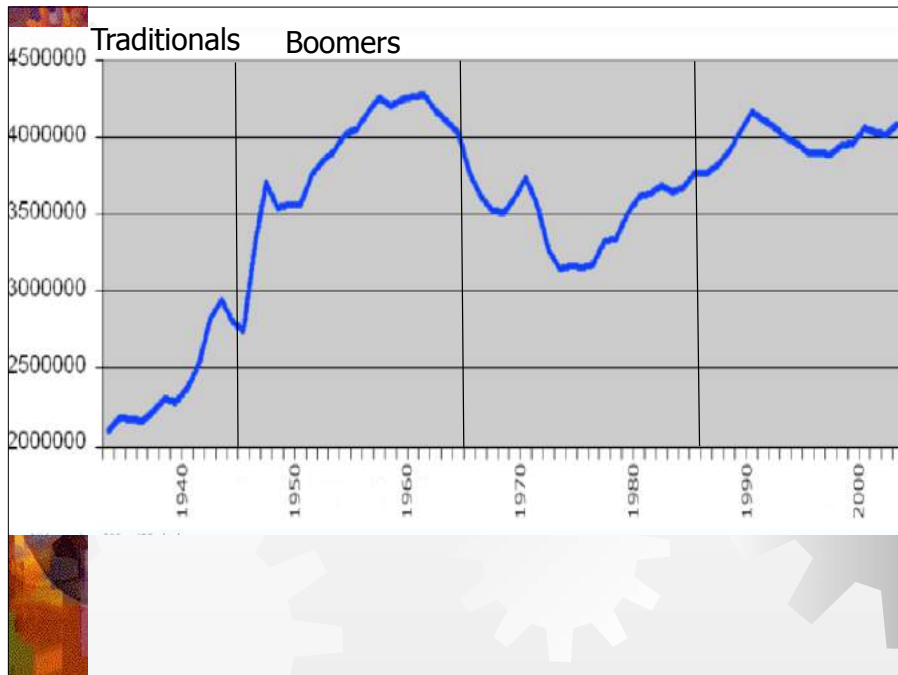
- "My individual needs are not very important."

Thrft

- "Lay-away"
- "Don't buy what you want today..."

- **Duty**
- **Discipline**
- **Sacrifice**
- **Formality**
- **Position power**

- **Conformity**
- **Social roles**
- **Stability**
- **Delay**
- **Good old days?**

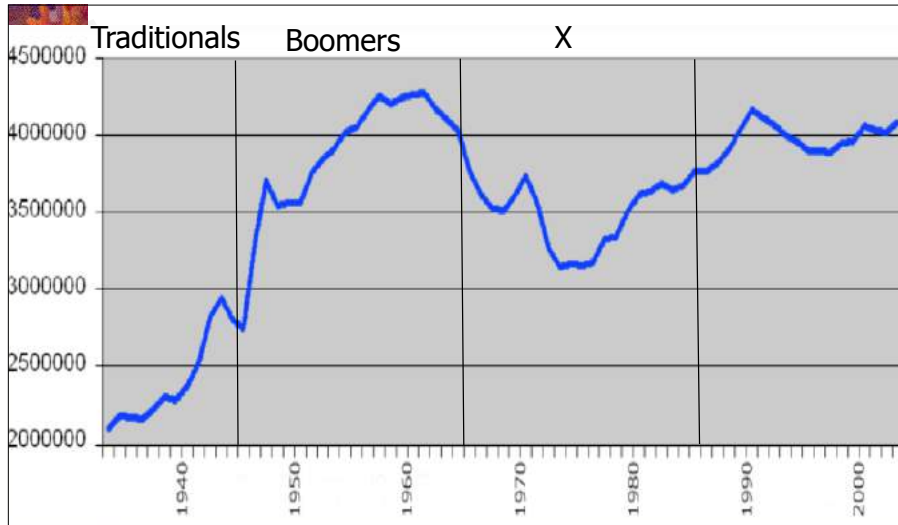


Boomers are not Traditionals

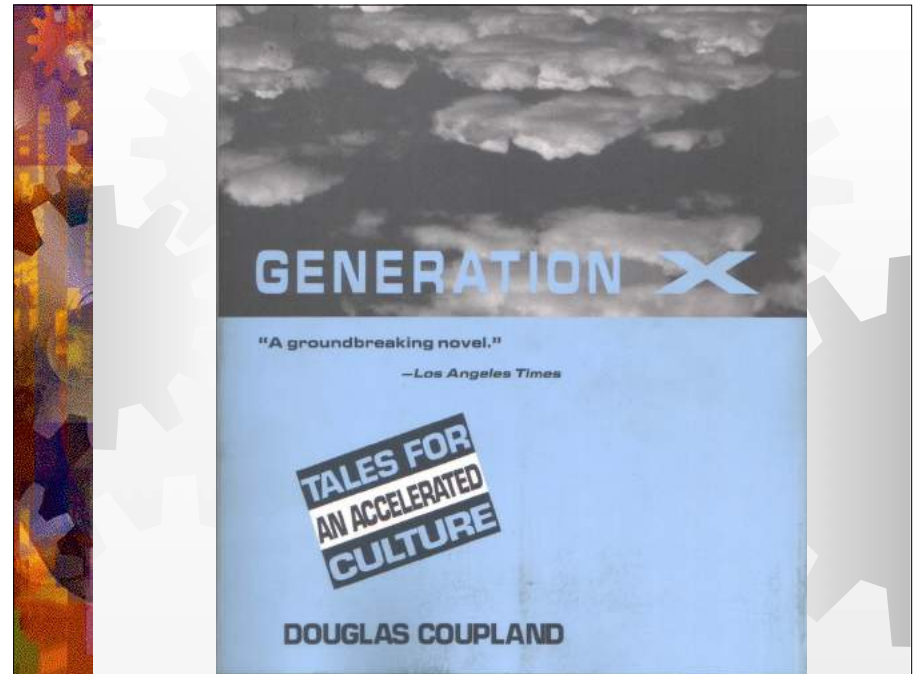


Majority of Boomers had a Mom at home

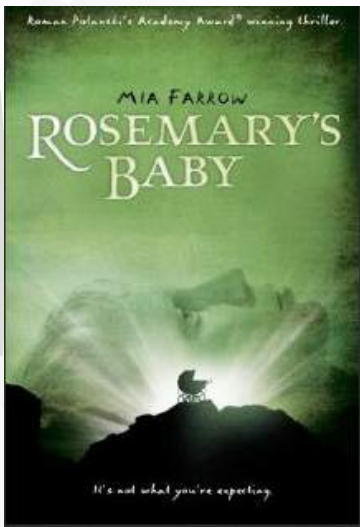
<ul style="list-style-type: none"> • Social • Friendly • Invested • Intrusive • <i>Interpersonal warm-up</i> • <i>Collaborate, don't befriend</i> • <i>Personal power.</i> 	<ul style="list-style-type: none"> • Conflict averse? • All right there • Polite? • <i>Might be slow to offer critical feedback</i> • <i>Might be sensitive to criticism</i> • <i>Feedback seeking skills.</i> 	<ul style="list-style-type: none"> • Changed the world! • Mission/ Big picture • Important • Strong professional identity • May live to work • <i>Talk about mission</i> • <i>Link tasks to goals.</i>
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- A unique, changing time for both children and adults
- Negative cultural narratives about kids as social roles changed
- “Zero population growth”



Generation X

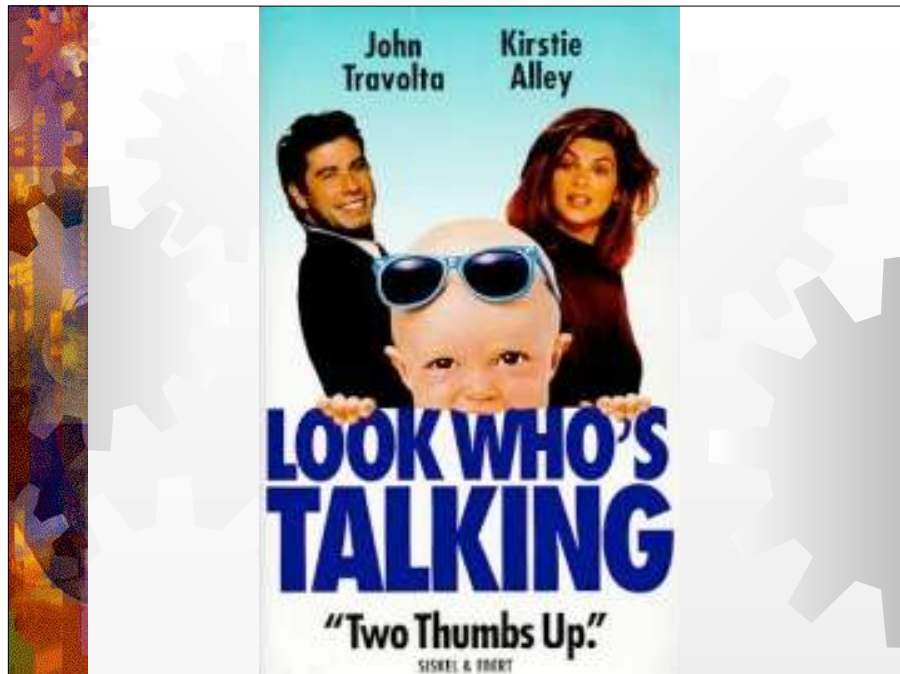
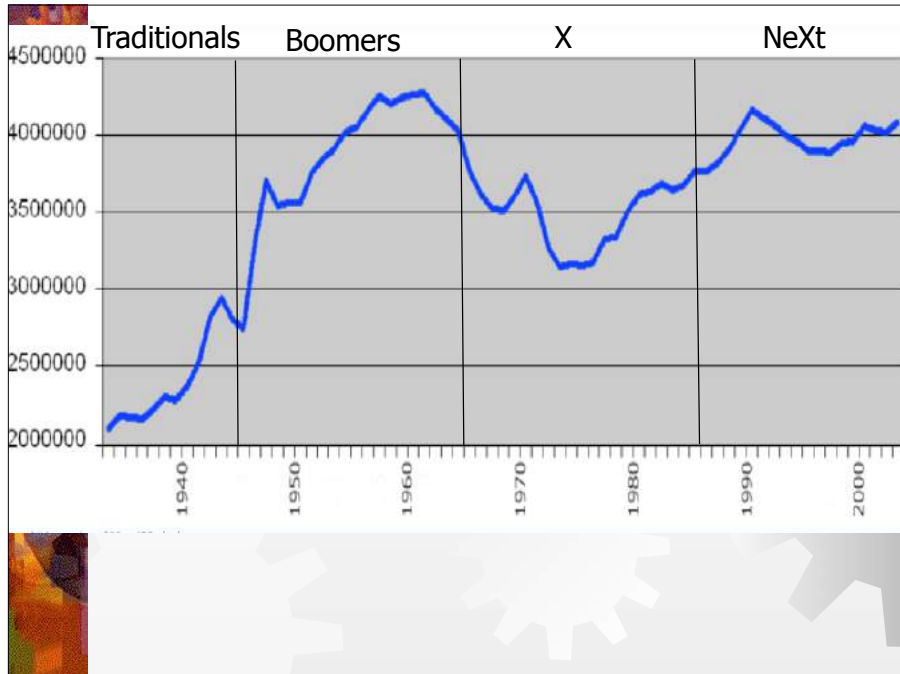


A time of “low child popularity”. Social roles and possibilities were changing so quickly, kids were “advertised” in the cultural narrative as an impediment to adults’ growth. (Today children are largely seen as a manifestation of their parent’s growth.)

Generation X

- More skeptical, cautious
 - All data/ no faith
 - Expert power
- More independent
 - Self-sufficient
 - *May silo*
- Scrappy, tough, adaptable
 - *May be blunt*
 - Don't mind feedback
- Pragmatic
 - Great with tasks
 - *Remember mission..*
 - *Brainstorm*
 - *Think ahead*
 - *Follow-through.*
- Loyalty issues
 - To what?
- Advancement issues
 - Many don't want to be promoted.





A Generational Shift

- From the independent, adaptable, pragmatic scrappers of Gen X
- To the era of the **wanted, precious, protected, perfected** child
- Child centric families
- The Self-Esteem Experiment
- Make them happy all the time
- Protect from pain, failure, sadness...
- Disconnected reward from effort
- May overrate skills/ underrate effort
- Very sensitive to criticism.



Meet the Parents: Managing for Student Success

Mark Taylor

Few in higher education will disagree that students' parents are inserting and asserting themselves like never before. The infamous helicopter parent, hovering and occasionally swooping in for the rescue, is now often replaced by the "snowplow" or "bulldozer parent," pushing anticipated obstacles out of their children's way before the children may even be aware of a challenge (Taylor 2006b). While many educators complain that parental involvement in course selection, discipline, and academic work reduces students' opportunities to face meaningful learning and developmental challenges on their own, few deny parents' significance in college selection, student persistence, and financial support.

Available at www.taylorprograms.com

HELICOPTERS, SNOWPLOWS, AND BULLDOZERS: MANAGING STUDENTS' PARENTS

BY MARK TAYLOR

MENTION PARENTS TO ADMINISTRATORS, STAFF, OR FACULTY AT MOST COLLEGES TODAY, AND YOU WILL YEAR A LITANY OF COMPLAINTS ABOUT MONITORING, INTERFERENCE, AND DOWNRIGHT INTRUSION IN THEIR WORK WITH STUDENTS. FROM ADMISSION AND HOUSING THROUGH COURSE SELECTION, TO EMPLOYMENT AND STUDENT ORGANIZATION INVOLVEMENT, PARENTS ARE INSERTING AND ASSERTING THEMSELVES LIKE NEVER BEFORE.

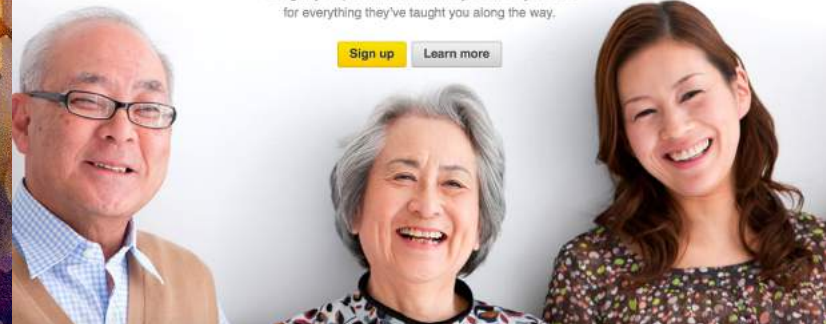
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BRING YOUR PARENTS DAY

Thursday November 5, 2015

Bring in your parents to work with you and say thanks for everything they've taught you along the way.

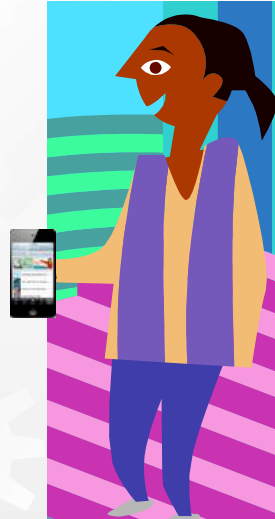
[Sign up](#) [Learn more](#)



More companies are involving parents, especially those who want to recruit and retain the most qualified NeXters.

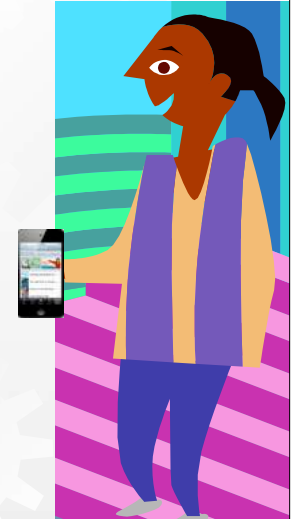
Inclusion Issues

- ☑ More diverse/ inclusive
 - ☑ Comfortable with/ value diversity
- ☑ Value fairness and human rights
 - ☑ "Everyone is entitled to.."
- ☑ Alert to aggressions
 - ☑ Will defend others
 - ☑ (May be easily aggrieved)
- ☑ Purposeful- interested in social change
 - ☑ Want to be involved in something important
 - ☑ Want to change the world for the better
- ☑ How open/ welcoming/ inclusive is your workplace to
 - ☑ Foreign born people?
 - ☑ Women?
 - ☑ GLBTQ people?



Supervising NeXt

- ☑ Not used to being told what to do
 - ☑ (less working experience)
 - ☑ *May resent being directed*
 - ☑ *May expect to be asked, not told*
- ☑ Overrate skills/ underrate effort required
 - ☑ Will need lots of direction and correction
 - ☑ *Sensitive to criticism*
- ☑ Not used to producing for others
 - ☑ *May expect to be thanked and appreciated*
- ☑ May be easily threatened
 - ☑ *May need a safe space*
- ☑ Alert to aggressions
 - ☑ Ageist, sexist, racist, non-inclusive politics
 - ☑ *May be easily aggrieved*
- ☑ **But they will come around and be great workers.**



Positive atmosphere



- Be positive about the organization and the mission, especially if you are a boss
- A kinder/ gentler workplace
 - Smile a lot
- You don't have to give "lots of praise", but
- **Offer Appreciation**
 - Very specific
 - "I like how you..."
- Talk about what people are doing right
 - More appreciation than corrections
- Be careful with criticism
 - "Praise publicly / correct privately"?
- Invite explanations for mistakes
 - Ask "how is it that?", not "why?"

Effective correction

1. Recognition of something good they have done/ expectation they have met
2. Feedback/ correction that relates to their goals/ our goals
 - Very clear indication of what they need to do differently and why
3. Assess ability and willingness
 - Can you do this?
 - Will you do this?
4. Expectation of success/ encouragement
 - You are going to do great!



- Gone and took duty with them
- Might help us with right incentives
- Part time?



- The team builders who see the big picture
- Collaborate, don't intrude
- Just say what you need to say to Xers



- The independent adaptable pragmatic scrappers
- Be nice!
- Think it through
- Don't silo
- Advancement?



- The new generation of workers
- Next generation of leaders...
- Accept them
- Develop them
- Talk about mission!
- We need them!

For a preview of what the generation after Generation NeXt looks like, check out this article.

Have Smartphones Destroyed a Generation?

More comfortable online than out partying, post-Millennials are safer, physically, than adolescents have ever been. But they're on the brink of a mental-health crisis.



JEAN M. TWINGE | SEPTEMBER 2017 ISSUE | TECHNOLOGY

<https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/>

To access articles and resources visit www.taylorprograms.com

For questions, additional resources or information about programs contact Dr. Mark Taylor at mark@taylorprograms.com