

Lead Your Team Beyond Tactics

Dr. Linda Henman

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Dr. Henman: Thank you, Pete. What woman wouldn't want to be called revolting, right? [Laughter].

Pete's right. I got my start in consulting over 30 years ago working for the Air Force. In 1978 then Captain Emily Chamberlain, who was working for Social Actions, hired me to do a program for them.

For those of you who are old enough to remember Social Actions training days, you probably remember that they were a little less popular than flu shot day. [Laughter].

In 1978 the Air Force was proposing that they put women into positions that women had not previously held. They thought it would be a good idea to develop some programs to help both the leaders and the women make this transition smoother.

Emily and I for some reason, I don't remember the reason, thought it would be a swell idea to invite eight of the most senior master sergeants in the Tactical Air Command to come to the donut at Bergstrom Air Force Base.

So picture this. At 27 years old I walk into the donut, which was the 12th Air Force Headquarters at the time at Bergstrom. In a line sat eight men roughly the age of my father. There were so many stripes in that room that I started to get vertigo. The reason I could see these stripes is that each man folded his arms across his chest as he leaned back, the question mark on his face unmistakable. "Sweetheart, what are you going to teach us about leadership?"

I had two epiphanies simultaneously. One was these Chief Master Sergeants had forgotten more than I would ever know about leadership. And secondly, I had to honor the expertise and the experience that was in that room.

Now this story has a happy ending. We were able to develop some things that were used throughout the Tactical Air Command for years after that. It was a very good day. But it was because of the contribution of these senior sergeants that were in the room.

Since that time I have studied leadership from a variety of perspectives and I have come to this conclusion. If you were to take psychologists, historians, leaders of industry, leaders of the military, and political leaders, and put them all in a room and ask them to come up with a universally agreed upon definition

of leadership, two things would happen. One is, you'd need a lot of alcohol. And secondly, you would still not have a universally defined definition of leadership.

Let's bring it a little closer to home. April 16, 1992 started like any ordinary day. Until I got the phone call requesting a parent/teacher conference.

Do any of you have your very own children? Then you know, this is not going to be a happy story.

When I arrived at the school the very solemn second grade teacher told me they had called me in because my seven year old daughter Laura, needed therapy. Now I knew she could be a handful, but I had no idea that we need a therapeutic intervention or that she needed to be on television with Dr. Phil.

I asked them why they had come to that conclusion. The second grade teacher explained me to something that had happened the day before. The girls had been complaining about the cafeteria food. So the second grade teacher said if you don't like it, bring something from home. Unbeknownst to me, my daughter brought dog food.

At lunch she proceeded to eat her lunch of protest as the other girls looked on. They said, "What are you eating?" She said, "Dog food. It's better than what they serve here." They all looked at her and did the predictable, "Ooh, gross." She said, "You should try it." So they did.

I looked at the second grade teacher and I said, let me get something straight. Are you telling me that my second grade daughter was able to get the entire second grade to eat dog food? "Yes, that's what we're telling you, and we think she needs therapy."

I said wait a minute. I see great leadership potential here. [Laughter]. Please don't squelch it. Their looks of disbelief said that they thought I was the one who needed the therapy, but they stuck to their guns and they said we think Laura needs counseling.

I'll tell you, I was this close to asking them if they could give me the phone number of an Alpo 12-Step Program. [Laughter]. Or Dr. Doolittle.

Ladies and gentlemen, I have told this story to many audiences, but I have never had the privilege of introducing my second grader to a group. Laura Bianca. [Applause].

Laura is realizing her leadership potential as a cheerleader at Central Missouri State University currently. You'll want to see Laura afterwards. She'll have some things for you.

What does this mean? What does it have to do with magnetic leadership if there's no universally accepted definition that we can say what leadership is?

I think getting other people to eat the dog food is probably as good as any that I have read about and studied about. If people would have done it anyway, you are not the magnetic leader. You're just the person in the position. Or you're just the person in front. You're not really the leader.

Leadership is about getting people to disrupt their lives to go to the desert, to implement change that's going to mean upheaval for them. It's getting them to do things that they wouldn't have done ordinarily. They do it because you are in that position.

Now I know we have in here represented a lot of different forms of leadership at a lot of different levels and I think that's very exciting. What I'd like for you to do is to take one minute and write down the top three leadership challenges that you personally face or that you think your organization faces.

[Pause].

In preparation for this talk I had the privilege of interviewing the former Chairman of the Joint Chiefs, Richard Myers. I asked General Myers, in his position as senior Air Force leader and Chairman, what he considered the top leadership challenges to be. He said finding the right people and evaluating them accurately.

What are some of the ones that you wrote down?

Voice: Communication.

Dr. Henman: Communication is a challenge. What else is a challenge?

Voice: Change.

Voice: Guidance.

Voice: Deployment.

Dr. Henman: That would be change, wouldn't it, in a different form? Changing people's lives.

Voice: Getting other people motivated.

Voice: Teamwork.

Dr. Henman: All of these things are ones that I hear most of the time when I ask this question. If your organization is typical, you face all these leadership challenges, right?

I boiled them down to three areas that I thought we would talk about today to make these manageable, and I think you'll find that most of the things that you've talked about come under one of these three headings.

In my work I have found that magnetic leaders need to do three major things. They need to set the direction for the organization; they need to make high caliber decisions about where that's going to go; and then they need to develop the bench.

So first, strategy. Strategy in its simplest form is knowing what to worry about tomorrow. What do I mean by that?

In 1979 there was a huge gas shortage. Does anybody remember standing in line for gas in 1979? And do you remember how we complained about the high cost of gas because gas prices were soaring? Anybody remember what it cost? Eighty-six cents a gallon.

The writing had been on the wall years earlier, but not everybody was reading it. Or if they did, they just thought it was graffiti. But at Ford Motor Company there was a man named Hal Sperlick who did see the writing on the wall.

Now in 1976 Ford was the President of the Ford Motor Company; Lee Iacocca was the President of U.S., and Hal Sperlick was the President of Product Design. Hal Sperlick and Lee Iacocca advocated making smaller cars to respond to the high prices of gas and the fuel shortages. Ford would hear nothing of it. He said, "There will be no Honda engines in Ford cars. There will be no small cars at Ford because small cars mean small profits."

Now in spite of the fact that they'd had great luck with the Mustang in the '60s, Ford was very resistant to this idea of putting smaller engines into the Ford cars. We all know what happened.

You may not know that Ford fired Hal Sperlick over this. Lee Iacocca left Ford and wrote a best-selling book, *Iacocca*. He could have just as easily called it *I Told You So*. And the American car buyer punished Ford.

So we can look back at Ford because we have 20/20 hindsight on what happened with them. But the trick of strategy is you need to get a crystal ball. You need to know what is going to happen in the future instead of what's happened in the past. So you need a clear strategy.

The way you do this is you start with three basic elements of strategy. Mission, vision and value.

How many of you without looking, and many of you are in uniform, how many of you can tell me the new Air Force Mission Statement? I see one hand.

Those of you who represent a civilian organization, how many of you can tell me what your mission statement is without looking? I see one hand.

Some of you are old enough to know this. In unison I want you to tell me what's on a Big Mac. Two all beef patties, special sauce, lettuce, cheese, pickles, onions on a sesame seed bun. Okay. That commercial has not been on television for more than 20 years yet over half of you can tell me what's on a Big Mac. Only two of you can tell me what your mission statement is without looking at anything.

How can your mission statement be the foundation of what you do if nobody in your organization knows what it is? It can't very well drive anything if people don't know what it is.

A mission statement should answer three questions. Why do we exist? Who are our customers? What do our customers expect of us?

Now those of you who are in uniform, obviously your customers are not going to be paying customers necessarily, but each of you, and I've talked to several of you before, represent different parts of the Air Force, so your customer is a different sort of person than the person next to you is. They have different expectations of you. So your mission will even have a specific definition aside from that of the Air Force.

Once you have a mission statement in mind, you're then ready to look at your vision. A mission statement tells you who you are. A vision statement tells you where you're going. It usually involves what you're going to do for one, three, and five years. Sometimes beyond that.

Think of your vision statement the way an optometrist helps you buy your glasses. You know how the optometrist says, is one better? Two? Now? Now? Is A better, B better? That's how you can adjust your vision statement.

Think of it as something in the future that's important that you're going to do and something that you would commit to do.

If you go four years out or four blocks out, you're going to get a blurrier vision, right? But that's okay. Your vision is not a snapshot. It's more of a moving picture.

Your vision will help you know what to say yes to and what to say no to. And by the way, what you say no to is a very tricky part of this whole process.

Once the vision is in place, then you're ready to work on your values. The principals that will guide your organization. Some of you have principals or values that are imposed upon you from some place else, but at other times you will be called upon to create value statements or to make value decisions. The more you can do this in anticipation of difficult decisions, the easier those decisions will become.

When I go into an organization to start to work with them, I frequently say what are your values? They will march me to the foyer and they'll show me a plaque that someone has so courteously done in needlepoint for them. And they will proudly display that they believe in communication and teamwork and diversity and integrity.

I think those are great values. But let me ask you this. Do you know one successful organization that does not value those things? I have never gone into an organization where the CEO said to me, you know, Linda, we're a little lukewarm on that integrity thing around here at the Ajax Company. We just always ask ourselves, would the truth work here or not? Is it really necessary? We have two sets of books. That way if we lose one we've got a backup. It shows great creativity.

The values are the important, hard decisions.

Are you willing to fire your most valued employee for violation of this value? Are you willing to do business in countries that violate human rights or have unfair labor practices? What are you willing to do to protect the environment if nobody makes you do it? Those are some values that count for something and they will cause disagreement among members of your leadership team. But that's okay. Those discussions are important and they will get you to the values that are truly significant.

Mission, vision, values.

Once you have those in place you're ready to start thinking about your strategy. Your strategy is going to help you know what to worry about tomorrow.

Okay. Take another minute and write down the three top priorities of your organization right now.

[Pause].

As you look at your list, ask yourself is this a what or a how?

In order to set your strategy you're going to need to do six important things. The first one is to separate what from how. So as you look at your list, what are you looking at? A what or a how?

If it is a how, can you tell me what strategy it supports? Or is the how just a tactic? I don't know if any of you find this particularly irritating, but I do.

You call a company and you get a recorded message that says, "This call may be recorded for training purposes. Press one for English and two for Spanish. Please listen to our menu options as our options have changed."

As I listen to this I wonder about the strategy of that company. When they had a strategic planning session did somebody say, you know, we're not irritating our customers enough. We really need to devise a way -- we need more training because our people can't irritate people enough if they just answer the phone. Let's have a machine answer the phone.

I don't know what strategy this is supposed to be supporting. If it is supporting anything having to do with customer service, this isn't it because wasting my time on the phone is not something that I appreciate and I doubt if you do either.

The tactic of using this for training purposes doesn't seem to support anything that seems like any strategy a company would want to have unless the strategy is we are going to protect ourselves from litigation and customers saying that we didn't say what we did on the phone. That's not a strategy either.

A tactic done twice becomes a procedure, but it doesn't necessarily mean it's where your energy should go. So that's the first thing. You'll want to separate the what from the how.

The second thing you're going to want to do is decide on what drives your organization.

Once again, if you would draw three circles on your paper. The first one, these are three intersecting circles. And by the way, PowerPoint would be good here.

The first circle you're going to label passion. One circle. The second circle that will intersect this, label excellence. The third circle that will intersect both of them will be profitability. Or for those of you who represent a not for profit organization, label this unique contribution.

Your unique contribution. What would the world be like if your organization did not exist? What do you do that nobody else does or can do as well as you can?

In for profit organizations of course you'll want to look at what makes you money. What are you passionate about? What are you really good at and what makes you money? Or who would miss you if you went away? These are your driving forces.

In some companies their products are their driving forces. For example, Coca Cola. We buy Coke because we want a Coke. It's product driven. PepsiCo is now getting out of some of their other businesses and concentrating on beverages because beverages are Pepsi's business.

If you go to the Mayo Clinic you want customer responsiveness. You want them to respond to whatever symptoms you show up with, so that's customer service or customer responsiveness.

We go to McDonalds not because they have the best hamburgers in town, but because they're the fastest at getting them to us and we don't even have to get out of our cars. And they have a backup of good products because somebody at McDonalds said let's put these really cheap little plastic toys in something we'll call a Happy Meal and people who wouldn't ordinarily go there will go there because their kids will make them go there. So that's the driving force.

The second thing you're going to want to do is to look at your driving force. What are we about? What makes us go forward?

The third thing you're going to want to do to improve your strategy is to brainstorm. Brainstorm, what if? When I do a strategy session with a client I put up flip charts across the room and we start talking about what if. I put four perspectives up there but you can have many other perspectives as well.

The first one is, what if, the financials. What if we stayed in budget? What if we made more money? What if we had more shareholder return? Whatever the financial portion of this is, there should be some objective that addresses that. What if?

The second one you're going to want to look at is customer responsiveness. What if we became more responsive to our customers? What do they want from us? What are they willing to pay a premium for?

The third one is you'll want to look at your processes. Internal processes. The way you do business. What if we streamlined how long it takes to get a product out the door or to respond to a client request? Or to create some other body of work that they want?

Finally, you'll want to ask yourself about talent. What if we were to lose one of our key contributors? What talent would make a difference? Who do we need to add to our bench?

So you'll want to have objectives then that answer these four what if brainstorming sessions.

Then you'll want to prioritize. All objectives are not created equal.

Finally, the sixth thing you're going to want to do in helping you improve your strategy is assign accountability. I cannot emphasize this too clearly. Assign accountability.

The number of times I've been called into an organization after they've done a strategy session and I've gone back and done the accident report, the reason it hasn't worked is because at the end everybody held hands and sang Kumbayah, and then they went out and had a golf tournament and nobody worried about getting the job done.

The best way I've ever seen a client do it is somebody sat down with an Excel spreadsheet, and with each of the different objectives that they had gone through, they put a name next to it. Then they put a backup name, who was going to help the person who was in the first block. Then they had 30, 60, 90 day, 180 day goals for reaching those objectives.

Now we're getting a little into tactics here, I realize that. The tactics should stay high level when you're assigning accountabilities, but no member of a leadership team should leave that session without a clear sense of what he or she is responsible for. And as the leader the way you ensure this is to tie it to the performance appraisal. If you tie their accountability for one of the strategic objectives to the performance appraisal, you'll see better results. And if you really want to see better results, tie it to money. Those people who are in a position to give bonuses for reaching objectives, that's where you'll see the most accountability and the most that will happen.

Those are the six ways that you can improve strategy.

The second thing that I mentioned, as a leader you need to make high caliber decisions. Now notice at no part of this discussion am I talking about you actually doing any work. We'll talk about that later. But that's not really your job in a leadership position. Your job is to make high caliber decisions.

When I was talking about this with General Myers I asked him the question of what separates a good Air Force leader from a great Air Force leader? He told me three things. He said the first one is agility of plot; the second thing was good listening; the third thing he said was the ability to get along with others, to be selfless in your dedication. I thought that was a pretty good list. And I really liked it because it already sent along with what I had planned to talk about so that made it even better.

Let's talk about listening. Somebody mentioned communication is one of the challenges of a leader. We worry a lot about what we're going to say. Ladies and gentlemen, your people have heard all you have to say. They don't need to listen to you any more. You need to listen to them.

I work with many people and I have worked at many levels, but I have never met one person at any level of the organization who could not stand to improve listening. Why? Because it takes time.

When somebody shows up at your door with a problem. Hey, the guy called and they can't and they said. What's the first thing you want to do? Jump in and fix it, right? That's the fastest thing to do in the short run. Listening takes longer.

So here's the checklist for learning to be a better listener. First of all, listen first. If you give your idea and you are in any position of power or authority, you are encouraging laziness on the part of the other person. So don't talk. Listen.

Well, Bob, you brought me a really significant and important problem today. How do you think we should fix it? What do you think we should do about it? Ball back in the other court. Listen first.

Then don't interrupt, judge or add value. This is the one that usually says wait a minute, I'm in a leadership position, I'm supposed to add value. How many times have you gone to somebody and said I have an idea. Why don't we do X? The person says, you know what would be even better? If we did X, Y and Z. When you walked out of that room how much credit did you feel you had had, that you had received for going in with your idea to do

X? It's not good leadership. It does not encourage people to come back to you. Quite adding value.

When Bob comes in and says you know, I have a great idea. The best thing you can do is listen, paraphrase what you've heard, paraphrase the idea, reflect the emotion that Bob brings to you, and then discipline yourself to ask at least two how/what questions.

You might say, "Bob, that sounds like a pretty good idea. What would we do to stay in budget if we did that? How would we make sure that we also kept this in mind if we did that?" So instead of telling Bob how to do it, you're challenging Bob to take his own ideas to the next level. Two how/what questions. They need to be your new favorite words. How and what.

The next way to improve your decisionmaking is to become fact driven. I call this the two question two-step. Discipline yourself to ask two more questions than you think you need to. When somebody brings you something you might be tempted to rely on inferences, judgments, hunches or guess work. Especially if you're smart. You can develop bad habits early on.

When I deal with really, really smart people this is a problem I have with them. They kind of intuitively know the right answer, but I warn them, you're getting into some bad habits because you're not taking the time to really check the facts.

So when somebody brings you a conclusion instead of saying that's great, ask them two of the how/what questions we just talked about. That will help you take your decisionmaking to the next level.

Finally, the difficult one. Fire when necessary.

Now notice I didn't say fire when ready. I saw a couple of smiles. The reason is, you will never be ready. Firing somebody is an awful thing to do. Taking somebody's job away is a very significant thing that you should never, ever do lightly. But I'll tell you, I have more trouble getting the people that I coach to do this one. Even though they see clearly that that's what they have to do. Firing somebody is really tough.

I was called in and working with the President of a construction company a few years back, and I get called in for several reasons to organizations. My favorite is when I get called in and they say Linda, we need to get somebody ready to take a new leadership position. Why don't you coach our top performers and make them even better? That is a really fun assignment.

But occasionally I get called in as I did this day, and Dave said, "Linda, if you can't fix Paul we're going to fire him." I said "Dave, when's the last time Paul did a good job?" He said, "Two jobs ago." I said, "Okay, put him back." He said, "Demote Paul twice?" I said, "Yeah. If that's the last time he did a good job, that's where you need to put him." He said, "He'll be demoralized. He'll be embarrassed. He'll have to take a pay cut." I said, "I know. All those things are going to happen. But Paul's got five kids and a sick wife. Why should this be your choice to fire him if you know he can do a good job two jobs back?" He resisted, but he finally did it. Paul wasn't happy, but Paul went back to the job where he could succeed and he has a way of supporting his family.

Firing somebody is awful, but most of us given a choice would rather have a job because we have a mortgage and kids with braces on. So fire when necessary. It's a really hard thing to do.

The best thing you can do, though, to avoid having to fire somebody is to hire the right person in the first place. To hire the best and brightest.

Now sometimes you don't get a say in that. But when you do, there are some important things you can do. For example, three years ago the chairman of a search committee of a publicly traded \$1.5 billion company called me to help them select a CEO. I came on board and I did the assessment of the two candidates they had, John and Dan.

This chairman of the search committee was tempted to do what most of us are tempted to do, and that was to over-evaluate experience. Dan was a very experienced former CEO. He'd had 20-something years of experience. He was a much better candidate on paper. Except he lacked basic leadership abilities.

John, on the other hand, was only 38 years old. He'd had 16 years of experience but I knew he was their guy.

I went to the chairman of the search committee and I said guys, offer John the job. If he doesn't take it, you have to open the search because Dan can't do this job.

They resisted me. They had every argument in the book. I said here's what I know about experience, guys. Sometimes wisdom comes with age. And sometimes age just comes by itself. [Laughter]. In Dan's case, age had come by itself.

Another company hired Dan and he was fired six months later. They gave John the job of the new CEO three years ago. The stock price was \$19 a share. The stock price doubled almost overnight, and then almost immediately after that it tripled. They have

done major acquisitions in Asia, Europe and an expansion in North America.

How did I know? John had 16 different years of experience, but John had something else. He's a great strategist. How did I know? What did I see that that board of directors did not see? Do you have to hire me every time you have to make a significant promotion or hiring decision? Yeah, that's a good idea. [Laughter]. But here are some other things you can look at.

First of all, you need to have strategists. If you're going to have a strategy you have to have a strategist. If you're going to have high caliber decisionmaking you have to have somebody who's capable of good strategic thinking. Here's how you know.

The first thing you ask yourself is can this person prioritize? In its simplest form is can this person separate important from unimportant considerations?

When I talk to people who tell me that they work 12 hours a day, 70 hours a week, every week and their performance reviews are still low, I have to believe they're not prioritizing. Nobody should work that hard and not get good results. If you're going to work that hard you should have really impressive results.

But oftentimes when I talk to these people, tell me how you use your day, they tell me they're doing these inconsequential things. Or if I'm working with a sales person they'll tell me about the number of sales calls they make. Then the question is, how much did you sell? If it comes up pretty short, that person's doing something fundamentally wrong, and it's often the person is not prioritizing. Critical, nice to do if there's time. Those are not the same thing. Details are important in many jobs. That's not what I'm talking about. Important details, critical details, versus inconsequential details.

So the first question you ask yourself is can this person prioritize?

The second question you're going to want to ask yourself is can this person get to the core of an important issue? Or is this person distracted by all this inconsequential stuff?

In St. Louis in the public schools we have a horrible situation going on. The state has taken over our downtown schools. When I've asked classes in my graduate school at Washington University, I'll say put it in one sentence. Let's get to the core of this problem. What is the problem with the public schools in St. Louis? They will tell me things like parents aren't involved enough, there's too much gang-related

activity, the teachers aren't qualified, the school year's too short. They'll give me this whole list and I'll say no, nobody has it.

These kids can't read. That's the problem. We have all these kids who can't read and do math. That's the problem. That's the thing schools are supposed to do.

So cut through all of those other things that may or may not be symptoms of the problem and get to the core of it. Ask yourself how often when you're evaluating talent, how often can that person get to the core of the situation?

Third, ask yourself, can this person be a Swiss army knife? Some of you are looking at me as if that's a perfectly legitimate question to ask and some of you seem a little confused about that. The Swiss army knife, originally called the [Ofeasimeser], was a very simple tool. It had a can opener, a knife and a screw driver. Anybody bought a Swiss army knife recently?

I got this idea by looking at ads for Swiss army knives. They will have all of those things, plus several different kinds of screw drivers, pliers, fish scalers, MP3 players, laser pointers. You can get just about anything you want on a Swiss army knife now. That's the kind of talent you want.

You want somebody who can multi-task. You want somebody who cannot do all things or have all the skills, but you want somebody with the flexibility. Somebody was talking about change and deployment, that's one of the things you worry about. Flexibility. Can this person go inside himself or herself and pull up the tool that's needed right then? The decisionmaking tool. The problem solving tool. Can that person bring it to the forefront and say here's what we need now. Right this minute we need to be firm. Right this minute we're not being fair enough. The essence of magnetic leadership. Firm but fair leadership.

If you can answer yes to all three of those questions you are a very lucky leader. If you say yes, the person can do two out of these three things but not the third, you might have a skill-building problem. If the answer was no to all three of those problems, this person is not a strategic thinker.

Consider the aardvark. Aardvarks are the best bug-eating animals on the planet. On a good night, an aardvark can eat 50,000 bugs. When they tuck their napkins under their little aardvark chins, they can produce like no other animal. And you have people like this too. You have people who if you give them a challenge they are willing to work long hours and do whatever it takes and they are really, really good at what they do. They are really, really good aardvarks. But ladies and gentlemen, aardvarks cannot fly. You can take an aardvark up in an airplane

and throw it out, but it will not fly. You will not end up with a flying aardvark. You will end up with a very unhappy aardvark.

This is not good for either the aardvark or the other people who watch the crash.

If you want your people to fly, if you want your people to soar in their decisionmaking, be sure they have wings. Don't do what Dave did and put Paul in a situation where he couldn't succeed. I see this happen all the time. Look for the evidence. Look for some sort of evidence that they can do what you're asking them to do before you ask them to do it. Otherwise you're going to be throwing that aardvark out mid-air, and you won't be happy with the results either.

That's how you select your talent. What do you do with it when you get it?

You mentor the top 20 percent 80 percent. Here's what I mean.

I was coaching Greg. I said, "Greg, tell me about your team. Tell me about your direct reports." He did. I said, "Give each of them a letter grade, like in school, A, B, C, D." He gave one A, two Bs, a C and a D.

I said, "Now tell me about your coaching time. How do you divide that up?" He said, "Well, I give about 80 percent of my time to the C and D players." I said, "What was happening to your productivity?" He said, "Linda, that's why you're here."

He had it exactly backwards. Your top 20 percent deserves 80 percent of your coaching time, even though that's a little counter-intuitive. We spend most of our time trying to get our under-performers up to some stage where they can do a decent level of work.

How many of you played a sport I high school? Almost everybody. Think about what your coach did. Did the coach give most of the training and coaching to the starters or to the bench warmers? If your team won any games, it was probably to the star performers. We know this in athletics. When we have somebody really good in athletics we give them all kinds of coaching and training.

I know that Tiger Woods goes out with a coach. He doesn't now, he's hurt. But he did. In fact he fired a coach and got another coach because he wanted to be better. Somebody watches him every day and videotapes him and looks at every little nuance of what he's doing as he seeks to improve himself.

Does anybody in this room not know the name Tiger Woods? That's not because he's in the bottom 20 percent of golfers. You know it for one reason only. But we do the opposite when we get to work. We spend all of our coaching and mentoring time on the bottom 20 percent.

So let me continue to be a contrarian. The next thing you need to know about developing a bench is the golden rule is neither golden nor a rule. You cannot treat other people the way you want to be treated. You have to treat them the way they need to be treated.

I was coaching Jim. We went in, and he was complaining about Peter again. I said, "What's going on with Peter?" He said, "Linda, he doesn't produce the numbers. He doesn't do what I tell him to do. And he cannot seem to hire a talented person to save his life." I said, "Jim, why aren't you getting involved in this?" He said, "Linda, I had Peter's job and when corporate came in and started sticking their fingers and noses in everything I was doing it really bothered me." I said, "You know, Jim, it's going to bother Peter when you do it too. But let me ask you something else. Who in your chain of command has the talent and skill that you brought to the position when you were the general manager?" That shut him up. He was trying to follow the golden rule. He was trying to treat Peter the way he wanted to be treated. Peter couldn't be treated like that. Peter needed to be treated the way Peter needed to be treated, which was in the best interest of the organization. Peter needed more involvement than Jim ever would have wanted.

Here's another leadership myth that I'll go ahead and throw against the fan. You cannot motivate. You cannot motivate your people. Quit worrying about it. Hire motivated people and then don't annoy them.

You cannot motivate people because motivation comes from within. You can demotivate them by interfering with them. One of the ways that you do this is you micromanage and you don't delegate.

I have never met a leader who delegates as much as he or she should. By that I mean significant projects along with all the decisionmaking authority that goes with it. Leaders tend to delegate piecemeal. Parts of projects. Insignificant things like where do you put the Coke machine. True delegation motivates. If you delegate they will motivate.

I have talked about the importance of setting a strategy. I've talked about the importance of good decisionmaking. I've talked about the importance of developing talent. All three of the components of being a magnetic leader. But before I talk

about how you will manage your emotions as you do all that, I'd like to take some questions. What questions do you have?

Question: [Inaudible]?

Dr. Henman: The question is, do you think it's a good tactic for the leader to be in front of what the people are supposed to be doing? I'm going to sound like a politician. Yes and no.

You should be modeling behaviors that you want them to do, but you should not be touching work.

I heard General Schwartz speak this morning. I doubt he could do the job of most of the people sitting in this room. Yet he's the Chief of Staff. How does that make sense?

It makes sense because he's a leader. He doesn't have to know how to do the job of the people sitting here in uniform, because it's their job to do that.

Question: [Inaudible]?

Dr. Henman: The question is, in a battlefield situation would the same thinking apply? I don't want to skirt the issue but I'm going to leave that to people who have studied that more than I have because I think there are some thinkings on both sides of that that are probably pretty valid. But thank you for your question.

What other questions do you have?

Question: [Inaudible]?

Dr. Henman: The question is, have I ever worked with a client and had a surprise outcome, and what did I learn from it? Yes. I have learned to ask the question, "And what else should I know?"

I got into a situation where the CFO and the Chief Operating Officer were having a battle. I went in all ready to do my conflict resolution process and I had it all worked out and this was going to be great. And nothing was working.

I called HR back. I said I don't get it. I'm giving them my best stuff. Why isn't this working? She said, "You know, Linda, I probably should have mentioned, the CFO is sleeping with --" and it's all downhill from there. The wife of somebody else's friend who's still a friend, I don't know. Anyway, I learned to ask that very important question at the beginning. And what else should I know to make this successful?

Thank you, that was a great question.

Question: [Inaudible]?

Dr. Henman: The question is, what do I think about the different generations coming into the work place and leadership styles responding to them.

I just had a CFO ask me this question two weeks ago. He's in a position to become the President of the company and he's one of those ones that I'm very happy to work with because it's fun. He said the same thing. "Linda, what do I need to know about working with different generations?" I said, "Nothing." He was taken aback. I said top performers have always been top performers. They have looked alike since Adam and Eve's kids and they will look alike until the end of time. Top performers all look alike no matter how old they are or what gender they are or what race they are or which generation they come from. Top performers have a strong work ethic, they have strong ethics, and they're smart. You take any one of those three things out of the equation and you don't have a top performer. But if you put those three things into the equation they can't fail.

Now if you want to learn how to lead average performers, then you need to buy some books on generations, but top performers will always be the same.

Question: [Inaudible]?

Dr. Henman: What would I say to a person who's getting ready to retire? I wonder who you have in mind?

I would say go back to what's always worked for you. Go back to what has always made you happy. The things that have always made you happy in the past will always make you happy in the future. Probably it's going to make me doing work that you think is important. In your life, whatever that happens to be.

Question: [Inaudible]?

Dr. Henman: The most common error that I see of military people that get out of service and transition into civilian life. That's a very good question.

Probably, they don't follow the same rules. You're in a club. When you're in the Air Force you're in a club. You have all kinds of things that other people have decided are going to be the rules for this club. You have the Uniform Code of Military Justice. You have an outfit you wear every day and somebody else decides what that outfit's going to be. Some people call it uniforms. You have all kinds of other things that have been decided for you.

When you go into a civilian operation that doesn't happen. People come from all different perspectives and they may or may not share your view of what that can be, but I will stick to my guns on this. Top performers in uniform look just like top performers in civilian life. You have to be smart, you have to work hard, and you have to have integrity. You compromise on one of those things and you don't have a top performer. If you have those three things in uniform, you'll have those three things out of uniform.

Question: [Inaudible]?

Dr. Henman: How do I manage my boss? When my boss wants to be a micro-manager. That's a very good question because so much of what we do as we're going up the chain of command in any organization, be it military or civilian, is we often have to manage a boss like that.

One of the things that I help my clients with and tell them to do is first of all, don't ask for respect you have not earned. So don't ask for projects that you've not shown some expertise in. If you want a job, if you want decisionmaking power, show them. I'm from Missouri. Show me. If I'm the boss, that's the attitude I have too.

You have to prove it. Don't just say well, I'm this rank or I've had this much experience or whatever it is. Prove it. Prove it to the person that you can do it. Then if you have a proven track record, though, then go in with an accountability chart for your boss. Get yourself on the calendar and say I'd like to talk to you about increasing my responsibility and decisionmaking. Then make a contract with your boss. On the XYZ project, let's talk about the major decisions that need to be made and I'd like to hear from you how you'd like to be involved and how you would like for me to initiate, or not, what's going to happen?

When I talked about delegation before, the remedy to that is almost always accountability charting. On this side of it when you are the direct report trying to manage your boss, the answer is almost always accountability charting. Get an agreement. Get a contract. Then as your experience increases, as you become more competent in what you're doing, pull more responsibility out of your boss. And I will say pull coaching out of your boss. You are not a priority for your boss necessarily. Most of the successful people that I know have gone to somebody and said mentor me, coach me, can I get on your calendar, when would be good for you? They become the squeaky wheel.

Thank you for your questions.

I have talked about all of the things, or several of the things that I think contribute to magnetic leadership, but the thing I have not talked about is how do you manage your emotions as you go through this?

The reason that you're sitting in this room, whether you are the cadet that's joining us or the brand new second lieutenant that's here or somebody who's going out the door at the other end towards retirement, you are in these positions because you love to succeed. You like challenge, you love success, you love that good feeling of checking those things off your to-do list and knowing that you did it better than somebody else has ever done it before. That's why you're a leader.

But now, in a leadership position I'm telling you not to touch the work. I'm telling you to delegate it to other people, and spend your time driving the strategy, making decisions, and getting other people in your door. That is the biggest problem I think and the biggest challenge for most leaders, is you don't get to do a lot of the fun stuff any more. You don't get to do the stuff that you liked doing for a long time.

But there's a different payoff. If you can make that important transition into a senior leadership position, when you start to get a kick out of developing your people so that they get the results and they get the accolades, you truly are on your way to being a magnetic leader.

Getting people to eat the dog food is not easy. You can ask my second grader. But you don't want a group of basset hounds eating their lunch. That's not magnetic leadership. You want a group of hunting dogs that's willing to go over that hill with you. When you get that, you will truly enjoy the profits of being a magnetic leader.

Good luck!

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