

**LEADERSHIP INSIGHTS
FOR NEW AND FUTURE LEADERS**

by

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Foreword

What are insights? An insight is something a leader finds valuable. It can be new, it can be a reminder, and/or it can be a challenge to current thought and action.

This *Leadership Insights for New and Future Leaders* is intended to cover many but not all situations a new or future leader will face. Thus a new or future leader will find that she/he will be better prepared to lead effectively. And an essential of effective leadership is anticipation. From anticipation comes rehearsal. From rehearsal comes effective action.

Leaders need a strong moral compass, anticipation, rehearsal, an attitude of optimism, a desire to serve, and must not seek perfection. Seeking the last 10% of information to make a decision is rarely worth the effort and delay. Seek approximate accuracy, give the subordinate the benefit of the doubt, then decide and move forward.

There is no part time leadership. Once designated, a leader leaves behind her/his technical expertise and adds value to the team and organization through “getting others to want to do what needs doing.” Vision, alignment, motivation, reward, correction, communication, and teaching are some tools of the leader.

Leaders make mistakes, especially early in their leadership experience. As leaders grow, they benefit from leading not just at higher levels, but in different geographies. New teams bring both new challenges and the opportunity to lead based on past experience.

The insights are organized into sections. The first section is “What is Leadership?” Next comes “Is Leadership for Me?” Especially note the items on attitude and motivation to lead. “Prepare Yourself to be Chosen” is next, followed by “Steps to Take Before Your Appointment is Announced.” “When Your Appointment is Announced” will have you doing the right things quickly.

Once leading, you’ll anticipate “Difficult Conversations” and “Development Conversations.” Development is a special area where you can build alignment with team members. “Become a Communications Star” and “Leaders Teach” are especially critical tasks to get right. Finally, “Evaluation, Feedback, and Reward” and “Actions You Can Take” complete the insights.

Acknowledgments

Each of us has experienced leadership, but not necessarily as leaders. We’re first followers. And the role of followers in leadership must not be underestimated. It has been said that leaders serve with the permission of the followers. This has never been more true than today.

We follow the leadership of parents, teachers, sports coaches, early bosses. We quickly come to recognize good leadership and not so good leadership. Follow these instincts. Your leadership journey is greatly aided by good leadership examples.

I'd like to first thank subordinates and experienced students of leadership who have taught me through their questions, situations faced, and coaching requests to emphasize what to do in leadership. In leadership, knowing why something works or doesn't work helps us know more quickly what to consider and do in a future instance. But knowing what to do or even what to try is more important, because leadership is about action. These insights are dedicated to "what to do," with "why do it" left for seminars, conferences, and coaching.

Of special note are subordinates and leadership colleagues from Penn State Executive Programs, Allstate Insurance, and Royal Dutch Shell.

Experienced students who stand out include those pursuing the Executive Engineering Master's Degree in Management from the College of Engineering at The University of Texas at Austin, experienced leaders in the Executive MBA in Mexico City (a joint venture of The University of Texas at Austin and the Technological Institute of Monterrey—Mexico City Campus), the Honors in Business students at The University of Texas at Austin, and the experienced students in the Master's Program in Business and Engineering at the Technological University of Delft (The Netherlands).

Good leaders are both humble and effective. Appreciation to Russell, to Miriam, to Richard, to Ray Watson, to John Coyle, to Bob Pashek, to Joan Crockett, to Priscilla Faris, to Tom Tewksbury, to Pamela Miller, to Joe Glasson, to Jan White, to Jean Rose, to Cathie Thomas, to Tony Ambler, to Ray Sluk, to Roy Hinton, to Roger Colmer, to Andy Johns, to Mark Wharton, to Nathalie Komar, to Kamal Siada, to Rich Schieber, to Katrin Kohl, to Javier Morales, to Carlos Enrique Gonzales Negrete, to Veronica Garcia. Each of you has added to how leadership is practiced.

Life is good. Life has given me the opportunity to lead departments and even small bottom line businesses. Life has given me the opportunity to teach and coach leaders with great responsibilities, including CEOs of Global 500 companies. There is no better joy than helping to prepare new and future leaders.

Leadership Insights for New and Future Leaders

I. What is Leadership?

- Leadership is...
 - A moral compass—knowing what is right and wrong, acting from that, and holding others to that standard.
 - “Getting others to want to do what you see needs to get done”—vision for what the organization can be.
 - Service—you serve the organization first, your team second, yourself last.
 - Action speaking louder than words—example is that your work ethic says much more than your words.
 - Teaching subordinates how to do the job well, how to grow, how to succeed.
 - Communication—effectively speaking with groups, running effective meetings, having even difficult conversations bring results.
 - Behavioral skill—reading situations, estimating motivation, inquiry without judgment.
 - Acknowledgment—most humans don’t get enough of this. Learn to do it sincerely, in the moment. Start with “thank you.” Recognize that some cultures don’t approve of singling out an individual from the group for praise acknowledgment.
 - Motivation—knowing how to move both the group and an individual. Knowing what they want is the first step.
 - Respect—how is respect shown? How does this vary by national culture?
 - Measurement—what will we do together, what have we accomplished, what would improve our work in the future.
 - Humility.
- Leadership is not...
 - Command and control.
 - Status.
 - Favoring oneself.
 - Indulging one’s ego.
 - Yelling at people.
 - Playing politics—know politics are there, don’t play, and don’t choose sides when others play.

II. Is Leadership For You?

- Know what good leadership is—see above section.
- Know what good followership is—are you a good follower? If not, don’t consider a leadership role for yourself. Good followers support a vision larger than themselves and larger than team interest.

- Do you have work experience, even part time? If not, it is too early to consider leadership, because how you're led is an input. This is followership experience.
- Do you have leadership experience? Consider team sports, informal influence of peers on the playground, more formal roles in student organizations. Who did most of the work? What was the role of the mission? What were the real motivators?
- Have you ever started a business, even a one person business? One entrepreneur started a commercial carpet cleaning business while attending Penn State University. He'd call on apartment complex managers, schedule the work between classes, charge by the square foot, then rent a carpet cleaning machine and provide his labor. He earned twice the rate per hour of his colleagues working jobs elsewhere. Initiative and opportunity finding are essential to leadership.
- Can you stand to have others bring you their problems? Can they leave the office with an action plan that doesn't leave you with "the monkey" on your back?
- Can you stand requests that may seem petty? (Why can't I have what my colleague has?)
- Do you have evidence that you can look ahead to anticipate what an organization might need?
- Can you stand being thought of as the boss even when you encounter the spouse of a subordinate in the hardware store or supermarket? A leader is "always on"—this is full time work.
- Can you give up your task expertise, letting such expertise fall to someone in your team or another team? You won't have time to be both a good, growing leader and a task expert. You will only use what you know to enhance the work of others.
- Can you exercise power and authority over others, knowing that many dislike the use of power and authority (on them), and therefore dislike the leader or at least what he/she represents?
- Can you truly add value to the team through values, vision, communication, teaching, correction, and your personal growth?
- Can you accept the fact that if you fail as a leader that you'll have to leave that part of the organization and likely that location?
- Don't allow well-meaning leaders or HR professionals to intimidate you with tales of how the organization can get sued if you make leadership mistakes. Do know that you will not discriminate, show favoritism, harass, or engage in any disrespectful behavior. You are ultimately responsible for your actions. You don't need to become an "unlicensed attorney" to succeed as a leader. Common sense is your best guide.

III. Prepare Yourself to Be Chosen

- Volunteer for extra work—Choose work others dislike. Do a good job. Repeat.
- Volunteer to coordinate a limited term project. Do a good job without neglecting your other work. Seek no glory. Accept peer thanks and leadership thanks humbly by crediting your teammates.

- Become a leader outside work—coach, teach, speak (Toastmasters training will help a lot), generate results.
- Interview for information. Ask your boss, her/his boss, their peers for a 30 minute conversation. Let them know the purpose in advance—you notice their leadership impact. You’d like to lead one day. Given their experience, what advice do they have for someone starting out in leadership. There is nothing more powerful than your acknowledgment of their value by asking for their advice.
- Get leadership coaches. Ask your boss to coach you in this area. Find an outside coach who will observe you and give honest feedback.
- Coach others! Surprised? “Give what you need” is powerful advice. Especially in early career we focus on “getting” when we should focus on giving. You can even coach a leader or future leader if you’ve never led. How? From the follower’s perspective. What works and doesn’t work for you. Coach at least two people before asking for coaching. You’ll absorb your lessons with less ego and more speed and effectiveness.
- Enroll at least two mentors. A mentor is someone of higher status and experience than you who isn’t now or likely to soon be your boss. **DON’T ASK A PERSON TO BE YOUR MENTOR.** Approach someone whose leadership you admire with a request for them to spend 20 minutes reviewing something you’re working on. Let them know you feel they have shown skill in this area, and you’re seeking their advice. Do this three times (or more) in two years and you have a mentor—someone who will give you good advice and speak for you as leadership decisions are made.
- Mentor others! Seem too early in career? Do as you would in university days—advise new arrivals. It will clarify your thinking. Give what you need. Have at least two protégés before developing your mentors.
- Let superiors know you’re preparing to lead, and when you think you’ll be ready. This gets them used to the idea or they’ll ignore you. If ignored, both persevere and look elsewhere.
- You need to be an “obvious choice” for leadership through your work ethic, forward view, optimism, realistic actions, and the fact that you have followers. “Leaders have followers. If you look behind you and no one is there, you’re probably just out for a walk.”

IV. Steps to Take Before Your Appointment is Announced

- Learn when your appointment will be announced.
- **PLAN** to visit for at least 30 minutes with each member of your team, **BUT DO NOT BEGIN THIS STEP YET.** Plan the open ended questions you’ll use to find out how that person is motivated, what she/he wants from their work/career and why. Start these questions very innocently. “I’d like us to know each other. I grew up in a small town in Western Pennsylvania.” “Where did you grow up?” “What did you enjoy in your growing up years?” (Listen for motivation, pride in comments about friends and sports. Be sure to be open about your own experience.) “Tell me about your work experience.”

(Listen for pride, for frustration—both can motivate. Listen for aspiration. This really motivates.)

- REHEARSE the 30 minute discussion with a friend or relative. Note areas of surprise.
- PLAN your first meeting with your team after your appointment is announced. Your themes include your sincere admiration for the team, what you might accomplish together in general terms (you're opening the vision subject, in which they will participate, but you're NOT announcing a vision). Let them know that you'll have regular communication meetings, and that you'll solicit feedback in several ways. Let them know that their helping each other is important to you. So is sincere humor that does not come at someone else's expense. "Work hard, laugh a lot." Tell them you'll make occasional mistakes and so will they. To you, extracting the lesson is most important. "We will fail small, forward, often, and uniquely." "The only place we won't fail is safety." "Each of us is to go home alive and uninjured at the end of each day." "Let's look forward to working with each other." "We will use correction, not criticism." "We'll talk more about this as we work together." "I look forward to working with you as a team and with you as individuals."
- REHEARSE your first meeting with at least two trusted colleagues or family members. Decide whether you'll take questions in this first meeting. (I would, but wouldn't feel obligated to answer all questions. You can say, "good one, complex one. Let's answer that on the agenda of our first communications meeting a week from today.")

V. Steps to Take After Your Appointment is Announced

- Announce to your team within 24 hours that you'll meet within 24 hours. Purpose is to say hello and talk about what we do well and can do. If you need to cover multiple shifts, try to have as many present at the first session as possible. If multiple locations, try to have as many present as possible, and/or consider closed circuit TV if practical.
- Meeting goals are first RELATIONSHIP with the team and COMMUNICATION (two way). This meeting is for them, not you. They want to know you, to trust you. You want them to reveal their wishes and concerns.
- Have a trusted person (from the team if possible) at the meeting to take notes and review what was asked, said, and left unsaid (especially by the audience) with this person just after the meeting. A lot is revealed about concerns and opportunities there. Second set of eyes and ears is valuable, because you're busy running the meeting. Don't have this person's role be obvious, but don't try secrecy.
- Begin your individual interviews with team members (even if you have 50 or more people). BUILD THE RELATIONSHIP BEFORE YOU NEED IT. Take notes and file by person's name.

- Be visible—lots of leading by wandering around. Lots of discussions, and don't give many directions/orders. OK to teach. RELATIONSHIP. Don't correct yet, unless safety or a large error is involved.
- CORRECTION shifts how a person acts. Focus is on the task. CRITICISM attacks the person. Embarrassment/anger immediately block listening and cooperation in criticism. Even if you were raised with criticism, don't use it. Correction lets the person know you support them, and you're asking them to improve how they do things for their success and benefit. Correction includes genuine praise (for example, "I've seen you do similar tasks very well. This will come quickly for you, I'll bet"). If a person feels criticized, it is criticism, even if that was not your intention. You just didn't correct well. Get CORRECTION right, and you'll not fail as a leader.
- Don't be tempted by individual requests that demand quick answers. TIME SEPARATE, even if only by 20 minutes. Give yourself time to think, even if only to say "Thanks for spotting this question. We'll take that up in Friday's meeting." If an answer is needed immediately, ask, "What do you recommend?" Ask at least two follow up questions like "what else did you consider" and "what are the implications of deciding this now?" Remember others may have a richer perspective than your interrogator. Be especially cautious if the question is one on one. Get the perspective of others quickly. Be seen as both thorough and timely.
- Start each regularly scheduled meeting with safety, then (if your team is U.S. based) with the opportunity for audience members to acknowledge team members. Add your acknowledgments after theirs.
- Meetings are better venues for issue finding than resolution. Be ready to ask three interested people to meet quickly on an issue (with or without you), and to recommend both what changes are needed and how they'll be communicated to all if an issue raised is complex enough to require more than 5-7 minutes.
- Delegate meeting agenda preparation and advanced communication. Rotate this task. Give the preparer a speaking role so that you're seen sharing leadership. Have time at the end for your items, some of which will be listed on the agenda. Never close on the last question asked. Always have a strong close, with appreciation to the group for making the meeting effective.
- Develop, communicate, and use an approach to conflict that keeps the focus on the task, never includes a personal attack, and calls for support once the decision is made.
- If someone is personally attacked by a colleague, ask the person attacking to leave the meeting and wait for you in their work place. After the meeting concludes, visit with the person privately. CORRECT the behavior. Don't threaten.
- If you are personally attacked, "reassert the norm" by reminding the team that personal attacks aren't part of the accepted process. Tell the attacker to meet you in your office now, then adjourn the meeting to another time.
- Schedule performance review meetings with each subordinate every 4 months. (Yearly is much too long, especially at first—you can always move to every 6

months later, but never 12 months—not enough time to correct performance when the period is over.)

- Schedule development conversations with each subordinate every six months.
- Schedule a minimum of half a day out of the office for longer range planning purposes each month. Use this time as intended.
- Schedule an “away day” or “offsite” at least twice a year.
- Make teaching by peers part of your weekly or bi-weekly meetings.

VI. Dealing with Difficult Conversations

- This is the most frequently asked question I get at conferences and from individual leaders and future leaders, so you’re not alone. Many leaders learn to do this, but most get help from someone—boss, peer, coach, mentor, outside coach.
- An illustration helps—we’ll use the instance of underperformance by an individual who is part of your team.
- First, you may have noticed this, or the team may have told you or hinted about this person’s underperformance. We must personalize the underperformer, or we risk not seeing the person and simply labeling. We’ll call him Charlie.
- Especially if the team has told you, it means they already feel the burden Charlie’s underperformance puts on the team. And they may have given you evidence.
- First, collect your own evidence, not because you don’t trust the person providing evidence, but because your CORRECTION conversation will be more authentic if you’ve seen this yourself.
- Establish that this is a pattern for Charlie, and not just one instance.
- Schedule a private visit with Charlie. Say what you’ve observed but don’t label it as underperformance or mistakes. Don’t label it at all. Ask for his comments. If defensive, let it run, but keep the focus on task performance. Charlie needs to know this is for his benefit. You’re supporting his improvement and his wise use of the opportunity to improve.
- Put together a specific performance improvement plan. What will happen, by when. Measurement is a must. Rehearse the conversation before including Charlie.
- Get him help and/or have him get help where needed. Follow up every 14 days. 60 days is the maximum needed. Don’t threaten. Reinforce positive consequences when successful by the 60th day.
- Have a backup plan if Charlie either can’t or won’t improve. Transfer? Be careful to have this one be an “eyes wide open” transfer for the leader of the receiving department. Departure? Generously give time to find something else. Get Charlie out of the team quickly.
- Manage the impact on your team. Charlie will have “supporters,” even if they’re only defending his long service. Remaining team members must see the process as firm but fair, so that they won’t expect capricious treatment from you.

- Other types of difficult conversations include passive aggression, groups that put their welfare above the organization, equity issues, union confrontation, and the personal attack illustration in Section V above.
- I coach and conduct leadership sessions specifically on dealing with difficult conversations.

VII. Development Conversations

- I asked a Royal Dutch Shell leader if he'd had a development conversation with his boss. He replied, "Yes, in December. It lasted 10 minutes, and it's my fault." The subordinate leader went into the meeting expecting his boss to provide the career goal and to provide the actions to take! Unfortunately, the subordinate leader set himself back months from lack of preparation.
- Don't assume the organization has a career plan for you. You need to provide that.
- Don't assume your boss is prepared to suggest effective actions you can take to develop.
- Effective leaders develop about 70% by experience, 20% from good coaching and mentoring, and 10% from formal learning. Yet the most common boss comment to a subordinate is, "why don't you find a course or workshop on that and I'll approve it." This is lazy development, and it can lack focus.
- Interviewing and observing are your best tools short of being given the assignment you're preparing for before you're ready! So interview those in your target position. Observe them in action. Work in that area temporarily if possible. Volunteer for extra work that puts you in contact with that kind of work.
- Now that you know what you should do, teach these very actions to your subordinates. Also teach them to coach, and to mentor.
- Don't promise future career steps. Leadership positions are rare, and are rarely filled by one person's decision. Don't promise what you don't have the power to deliver.
- I teach leaders to have the development conversation in two parts. The first is about the person's aspirations and how to focus them. Are these aspirations realistic to the skills and education of the person? Teach the subordinate how to aspire, then how to prepare.
- The second part of the conversation is about the preparation. Be sure to prepare the person so that if he/she can't reach the aspiration in your team or even your organization, she/he will be able to do so elsewhere with your full support. This is about their success. Your strongest career allies will be those you've helped, no matter where they end up.
- My consulting with leaders includes how to teach your people to coach, to mentor, and to develop their people. In FedEx, one leader made subordinate development the #1 goal of each of his subordinate leaders. The unit performance went from awful to awesome in 11 months!

VIII. Become a Communications Star

- Dialog skills, in which you inquire before advocating, and public speaking skills are both essentials for good leadership.
- Dialog is first about agenda—knowing what to inquire about. This is where leader “runs her/his RADAR” so scan for improvement opportunities. Then the key tool is the question.
- Asian philosophy teaches asking the question “why is that so” five times to get to the bottom of most complex issues. Your leader mindset is that you need at least three levels, and that your people know more than you do.
- Use dialog skills in meetings and in one-on-one sessions. A special case of the meeting setting is the focus group, where the key benefit comes when colleagues get improved observations and ideas from each other, guided by your open ended questions.
- I offer sessions that teach leaders how to do this by example.
- Public speaking was recently rated the #1 fear of educated working professionals in the U.S. The #2 fear was major surgery, so this fear is a big deal.
- Good public speaking is very hard to teach, but not hard to learn. Like learning to ride a bicycle, it requires practice, not classroom.
- Even before choosing leadership, choose to learn this vital life skill. Volunteer to address groups. Know your material cold. Speak, don’t read. It is ok to put your outline on PowerPoint slides, but talk about the subject—don’t read the slides.
- Most of all, share your personality with the audience. I still tell myself as I’m introduced “This session is for YOU,” meaning the audience. Build a relationship with the audience. Have them see themselves as a group.
- I use questions and show of hands responses to get people involved. Teach them something. Shift the mood from fun to serious to sad to fun, to learning. Well done mood shift more than any other single factor will cause listeners to conclude you are an effective speaker.
- “The bore talks about himself/herself. The gossip talks about others. The brilliant conversationalist talks about YOU.”
- Selectively share articles that you feel reflect wisdom.
- Occasionally write something. Circulate it upon request. People trust leaders who reveal what they are thinking.
- Have a web site where you post what you write and what others write. Invite others to visit the site.
- Speak to groups outside your firm.
- Volunteer for town hall meetings. Your communications skills have arrived when you can take on questions you don’t know are coming, and must respond in public in a coherent way. Congratulations!

IX. Leaders Teach

- Leadership grew up with the Industrial Revolution. Foremen on railroad gangs and in mines (see the 1969 movie, *The Molly Maguires* with Sean Connery,

Richard Harris, and Katharine Ross) were the toughest men, able to enforce their orders.

- Not so today. Followers can choose other leaders. They'll stay with you, and you'll capture their discretionary effort (which can be three to six times their compliance effort) if you'll teach them skills they can use to advance.
- Sales managers must not only teach sales techniques, they must teach trust building and consulting to sell. That leaders initiate this effort makes it clear the leader has similar skills, and values these skills highly.
- Leaders can teach from their task skills. Claims adjusting in insurance or project management or safety seminars will all show leadership teaching. A first time supervisor on an oil platform can teach the permit to work system.
- Good teaching isn't telling. Good teaching engages the learner actively. Good teaching is fun, even in the serious subject of safety, if it causes skills to be built and used.
- Good teaching **checks for understanding**. After covering the primary and secondary exits in a safety briefing, the teaching leader will ask: "To review, what are our primary and secondary exits?"
- Good leaders teach others how to build a meeting agenda, how to conduct a meeting, how to respond to correction, how to show respect, how to appreciate, how to honor other cultures, how to see the person and not label the person. Good leaders serve through their teaching.

X. Evaluation, Feedback, and Reward

- A reason good leaders aren't always judging others is to their evaluation judgments will carry sufficient weight when needed.
- First rule is that no formal evaluation should ever be a surprise. Ongoing feedback prevents this.
- Secondly, the leader's stance for evaluation isn't as judge and jury, totally impartial. The subordinate needs to feel that she/he has the leader's support, even when being corrected.
- The worst evaluation leadership I've ever seen from a CEO came in the statement "did you make your numbers?" Already too late, no teaching, no support, no coaching, only consequences. Lousy in all respects. And it happens every day...
- Feedback with regularity is more supportive. Good should performers want to get better. Mid-range performers want to know how to get better. Low end performers deserve to know where they stand and what the options are. The only option low performers can't have is their performance as it currently is in your organization.
- An earlier example of a difficult conversation with an underperformer, Charlie, shows the role of measurement, performance improvement steps, consequences. All employees should know how to keep their own performance scores. Scores both motivate and provide feedback.
- I use a form for performance reviews. I ask the employee at least three days before we meet to fill out the answers and to provide comments. I tell her/him

that I'll do the same, and that my completed copy will be on the desk. The employee will go through his/her self evaluation with me. I'll provide my comments.

- I usually find that even mid-range performers are harder on themselves than they need to be. And that is where their motivation to improve comes from—their conscientiousness.
- Finally, I give my copy to them, ask them to blend the language using their judgment (I don't do this step with those who over rate themselves unrealistically), then we both sign and submit the result.
- Rewards—Best thing a boss ever told me was “we wish it was more.” “You've had a great year. Your performance is strong here, here, and here. You can strengthen this area.” My increase was only slightly above average in a struggling industry where increases were thin. The feedback mattered more than the money.
- Others only see the money, and may think that the more they battle, the better the next increase will be. Highly doubtful.
- Rater inflation—Let's face it. We have to work with this person. And language can inflame. “Needs improvement” isn't automatic for a first year leader, because they should be judged against other “first years,” not experienced leaders. “Outstanding” should be rarely used so that it has impact. “Exceptional” can be more inclusive. “Strong performer” can apply to the bulk of the group. Avoid words like adequate.

XI. Actions You Can Take

- I've made no secret of the fact that actions teach more than classrooms, and that rehearsal is a key tool. Which actions? Rehearse what? How to rehearse?
- Why things work help us adapt to new situations.
- What, how, and why of leadership can be effectively learned through more formal actions like coaching and formal sessions. Leadership coaches who have worked with you face to face can do an effective job with you on what to focus on, how to approach it, and why it works that way. Leadership coaches should be met, judged by their experience, their skills, and their personality.
- I do leadership coaching, and welcome inquiries. I also speak at conferences, so if you're on a program committee, give me a call for ideas of how to proceed. This is a very cost effective way to proceed.
- I also do internal meetings, from offsites to internal conferences. I enjoy audience interaction even with hundreds of people. A great deal can be accomplished in leadership and organization change through internal conferences.
- I'm called on to design leadership development for organizations, and to teach in early sessions. These sessions can be for new and future leaders, for experienced leaders, for engineers/scientists/computer professionals, for senior leaders, for global leaders.
- I can take on a few not for profit and government assignments. Leadership that includes volunteers is especially challenging and especially rewarding.

- Please visit www.kengrahamphd.com to learn more. I can be reached on email at kengraham8@msn.com

Thank you for your important present and future contributions to effective, inspired leadership.

About the Author

Ken Graham is a consultant, author, lecturer, and leader. He has more than 25 years experience leading groups up to 131 people, teaching leadership to experienced leaders, and coaching individuals and groups of leaders.

Ken's favorite professional activities include working with leaders individually or in groups, and speaking at conferences. See www.getenergyevent.com for Ken's contributions at the Dubai 2007 event and London 2008 event.

Ken experienced command and control leadership in a steel mill, where being alive and uninjured at the end of a work shift was an accomplishment. He experienced leaders who serve and leaders who teach early in career. Becoming a better leader and helping others do likewise are the focus of his work. He finds the ground for such growth especially rich in the developing world. Ken has visited or worked in over 80 countries.

Current and recent clients include Shell, Nigerian National Petroleum Company, Technological University of Delft (The Netherlands), Boeing, Bury and Partners, IBM, and Intel.

Ken's Ph.D. is in Strategy and Logistics from Penn State University, where he led Penn State Executive Programs. He has served as Vice President for Allstate Insurance, and most recently as Head, Global Leadership Development for Royal Dutch Shell Exploration and Production in The Hague, The Netherlands.

Ken has recently addressed conferences for GetEnergy, Limited, in Dubai (2006, 2007) for Management Centre Europe (2004), for Petroleum Training Journal in Abuja, Nigeria (2006), for Southern Africa Development Council (SADEC) in 2007, and for GetEnergy in London in March 2008.

Since age 20, Ken has been a single engine airplane pilot. More recently he added floatplane flying to his license. Adventure trips have included Alaska, Yukon Territory, and Northwest Territories (to the Arctic Ocean). He owns a specially designed short takeoff and landing airplane. See www.skykits.com for examples.

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