The Two Hour MBA: Techniques to Improve Managerial Interpersonal Skills

Shawn J. Khan, MD, MBA

President and CEO
SJK Consulting Group

www.sjkconsultinggroup.com
Based On Work By

• Professor Paula Caproni, University of Michigan Business School
• The Practical Coach: Management Skills for Everyday Life
What Does Success Mean To You? Write Your Personal Answer Here.

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Crafting a Life
How we spend our days, of course, is how we spend our lives.
Ann Dillard, Author

It’s an old and ironic habit of human beings to run faster when we have lost our way.
Philosopher Rollo May
Individual Consequences of Work/Family Imbalance

- Stress
- Loss of social support network
- Sense of self as an instrument of the organization
- Focus on appearing, not being
- Detachment from emotions
Organizational Consequences of Imbalance

- Insensitivity to emotional life of co-workers
- Unlikely to receive coworkers full support and commitment
- Unlikely to provide needed positive feedback, encouragement or appreciation
- Likely to avoid seeking help when needed because s/he denies vulnerabilities and doubts
- Likely to resist critical feedback and delay taking corrective action
- Likely to be unwilling to delegate to others
- May intimidate others into hiding problems from him/her
- May avoid taking risks due to fear of failure

*Inner imbalance can compromise the very success and achievement it was intended to further.*
Optimism
“When leaders act in ways that uplift our spirits and restore our belief in the future, they strengthen their own personal credibility. Constituents look for leaders who demonstrate an enthusiastic and genuine belief in the capacity of others, who strengthen people's will, who supply the means to achieve, and who express optimism for the future. Constituents want leaders who remain passionate despite setbacks. In today’s uncertain times, leaders with a positive, confident, can-do approach to life and business are desperately needed.”

(James Kouzes and Barry Posner, Credibility)
<table>
<thead>
<tr>
<th>Optimist</th>
<th>Pessimist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanence: &quot;Always/Never&quot;</td>
<td>&quot;I did well on the exam because I always do well on tests&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;I failed the exam because I never do well on tests&quot;</td>
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<tr>
<td>Pervasiveness Universal/Specific</td>
<td>&quot;I did well on the exam because I’m smart&quot;</td>
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<td>&quot;I failed the exam because I’m not very smart&quot;</td>
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<tr>
<td>Personalization Internal/External</td>
<td>&quot;I did well on the exam because I worked hard&quot;</td>
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<td></td>
<td>&quot;I failed the exam because I have no talent for test-taking&quot;</td>
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</tbody>
</table>

*Martin Seligman: Learned Optimism*
Flow
Do You Feel Flow at Work?

You feel flow when:

• You voluntarily work hard toward something that you feel is meaningful
• You feel that time is distorted (hours seem like minutes, days like hours)
• You focus wholeheartedly on the task at hand
Why Flow?

People who feel flow at work

- More likely to achieve results
- Less likely to leave practice
- Happier
### Does Your Work Inspire Flow?

<table>
<thead>
<tr>
<th>Does the work feel worthwhile to me?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the goals clear?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Are the goals achievable?</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
</tr>
<tr>
<td>Are there clear rules for accomplishing the work?</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>Does the work provide regular feedback so that I know how I’m doing?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Do I have the skills I need to do the work?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Is the work challenging (does it stretch my skills)?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Can I concentrate on my work without distraction?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Does the work enable me to rise above worries and self-consciousness?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Do I feel like I have enough control over the work?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Adapted from the book, Flow, by Mihaly Csikzenmihalyi
Impact of Working Parents on Children

Characteristics of Working Parents
- Quality of day care
- Parent’s personality, education, and income
- Quality of parent’s work life
- Whether mother’s choice to work was her own

Influence children’s environment

Child Outcomes
- Cognitive Abilities
- Social Skills
- Attachment to mother
- General well-being
Who is Taking Care of the Elderly?

- There are 35 million people 65 years of age or older in US in 2000, 12% increase since 1990
- The oldest old (those 85 years or older and who need the most care) make up fastest growing portion of those 65+
- More than 1/3 of the world’s oldest people living in 3 countries: China, US, and India
- Women outnumber men with exception of India, Iran and Bangladesh
- In the US, 4.5% of those 65 and older live in nursing homes. The percentages rise with age, with 18.2% of people 85 and older living in nursing homes
- In approximately 22.4 million households, someone is caring for an elderly person.
- A study of 6000 US adults found that 21% of adults are unpaid caregivers of adults over 18. Of these, 69% take care of 1 person, 22% take care of 2 people, and 8% take care of 3 or more people. 59% of caregivers work while providing care. Nearly 4 in 10 caregivers are men, and male caretakers are more likely to be working full or part-time.
Lessons from Centenarians

- Have good eating habits. Eat lots of colorful fruits and vegetables. Cut down on fatty and salty foods. Eat lean meats, poultry and fish. Eat whole grains. And eat less -- In the study of Okinawan centenarians, the centenarians tended to eat about 500 fewer calories less than most people.

- Have good health care habits. See your physician regularly to identify and treat any problems that may exist. Be sure you get your vaccinations. Although it may seem trite, evidence is growing that flossing your teeth may increase your longevity because flossing may be related to better cardiovascular health.

- Stay physically active and engaged. People’s bodies age not because of over-use but because of under-use.

- Cope well with stress. Although the centenarians studied didn’t have fewer stressful events in life (some had very traumatic experiences), they did cope well with these events. They faced their problems, grieved, accepted their losses, forgave others, made adjustments, moved on, and didn’t dwell on the past.

- Stay intellectually engaged. Everything from doing crossword puzzles to writing helps.

- Have an optimistic attitude, especially toward aging. In one study, people who had an optimistic attitude toward aging lived 7.1 years longer than those who did not.

- Socialize with a supportive network of family and friends. Social connections help fight depression and may enhance the body’s immune system.
Recommended Books: 
Careers & Self Development

- First, Break All the Rules, Marcus Buckingham and Curt Coffman
- The First 90 days, Critical Success Strategies for New Leaders at All Levels, Michael Watkins
- Influence, Science and Practice, Robert Cialdini
- The Secret Handshake, Kathleen Kelly Reardon
- Working with Emotional Intelligence, Daniel Goldman
- Breaking Through: The Making of Minority Executives in Corporate America, David Thomas and John Kotter
- Ask the Children: The Breakthrough Study that Reveals How to Succeed at Work and Parenting, Ellen Galinsky
- The Millionaire Next Door, Thomas Stanley, William Danko
How Much of Your Success is Predicted by Your IQ?

- 75 – 100%
- 50 – 74%
- 25 – 49%
- 10 – 24%
- 9% or less
Practical Everyday Problems

- Are ambiguous
- Are characterized by multiple “correct” solutions
- Can be solved by multiple methods
- “Must be solved and implemented, in large part, through talents not assessed on standardized intelligence tests: self-awareness, the desire to learn, the ability to gain the support of others, the willingness to see multiple opportunities and risks, the ability to change, the willingness to persist, resilience.”

Robert Sternberg
What Predicts Success?

- Analytical, technical skills, getting results
- Conscientiousness (hard work – and social skills)
- Proactivity
- Learning orientation rather than excessive focus on goal achievement
- Creativity
- Practical skills
- Emotional intelligence (self awareness and social skills)
- Positive emotions: Optimism, hope, resilience, gratitude, forgiveness
Proactive Personality

• I am constantly on the lookout for new ways to improve my life.
• Wherever I have been, I have been a powerful force for constructive change.
• Nothing is more exciting than seeing my ideas turn into reality.
• If I see something I don’t like, I fix it.
• No matter what the odds, if I believe in something I will make it happen.
• I love being a champion for my ideas, even against other’s opposition.
• I excel at identifying opportunities.
• I am always looking for better ways to do things.
• If I believe in an idea, no obstacle will prevent me from making it happen.
• I can spot a good opportunity long before others can.

Thomas Bateman and Michael Grant
Individuals have different views about how they approach work. Please read each statement on the following page and select the response that reflects how much you agree or disagree with the statement.

1 = strongly disagree
2 = disagree
3 = sort of disagree
4 = neither agree or disagree
5 = sort of agree
6 = agree
7 = strongly agree
Orientation Toward Work

1. I am willing to select a challenging work assignment that I can learn a lot from 
2. I often look for opportunities to develop new skills and knowledge 
3. I enjoy challenging and difficult tasks at work where I’ll learn new skills 
4. For me, further development of my work ability is important enough to take risks 
5. I like to show that I can perform better than my co-workers 
6. I try to figure out what it takes to prove my ability to others at work 
7. I enjoy it when others at work are aware of how well I am doing 
8. I prefer to work on projects where I can prove my ability to others 
9. I would avoid taking on a new task if there was a chance that I would appear rather incompetent to others 
10. Avoiding a show of low ability is more important to me than learning a new skill 
11. I’m concerned about taking on a task at work if my performance would show I had low ability 
12. I prefer to avoid situations at work where I might perform poorly
Calculate Your Goal Orientation

- Learning goal orientation: Sum and average your responses to questions 1 – 4
- Proving goal orientation: Sum and average your responses to questions 5 – 8
- Avoiding goal orientation: Sum and average your responses to questions 9 – 12

On which type of goal orientation do you score highest?

______________________________
“To be sure, intellect is a driver of outstanding performance. Cognitive skills such as big-picture thinking and long-term vision are particularly important. But when I calculated the ratio of technical skills, IQ, and emotional intelligence as ingredients of excellent performance, emotional intelligence proved to be twice as important as the others for jobs at all levels... Emotional intelligence played an increasingly important role at the highest levels of the company... When I compared star performers with average ones in senior leadership positions, nearly 90% of the difference was attributable to emotional intelligence factors rather than cognitive abilities.”

What Makes a Leader? Daniel Goleman
Emotional Intelligence
Ability to cope with life’s ups and downs

Reuven Bar-On
- Intrapersonal (emotional self-awareness, assertiveness, self-regard, self-actualization, independence)
- Interpersonal (empathy, interpersonal relationships, social responsibility)
- Adaptability (problem solving, reality testing, flexibility)
- Stress Management (stress tolerance, impulse control)
- General Mood (happiness, optimism)

Daniel Goleman
- Self Awareness (understanding yourself)
- Self Regulation (controlling your self – emotions, judgment, words)
- Motivation (moving yourself)
- Empathy (understanding others)
- Social Skill (moving others, being able to build relationships, find common ground, influence others, build teams, create networks, and lead change)
How Positive Emotions Contribute to Success

People who feel and express positive emotions:
Optimism
Hope
Kindness
Resilience
Gratitude
Forgiveness
Etc.

- Feel more competent
- Set higher goals
- See the big picture
- Think more broadly
- Think more creativity
- Seek out new information
- Seek out new experiences
- Take more risks
- Behave more flexibly
- Create long-term plans
- Have a bias toward action
- Seek out feedback
- Get support
- Are evaluated positively
- Persistence
- Cope with adversity

Results
Career
Well-Being
“The common thread for people who derail is that they exhibit superior skill in a particular area to the exclusion of developing complementary ones. Even when a change in a job assignment requires them to apply a different skill set, or when they see people around them develop in diverse areas, they fail to notice that they’re limiting themselves and turn up the volume on those behaviors that they already do well, hoping that doing more of the same will save them.”

Lois Frankel, Overcoming Your Strengths
Managerial Derailment

- Derailment occurs when a manager wants to move ahead but is instead fired, demoted, or plateaued below expected levels of achievement
- 30-50% of high potential managers derail
- Derailment is costly to individuals and organizations

Center for Creative Leadership
Why Executives Derail

- **Failure to meet business objectives**: Executive has early track record of performance, but falters when things change or in unstable times.

- **Too narrow business experience**: Executive doesn’t develop multiple perspectives on the business (strategy, finance, marketing, trade policy, ethics, broad cultural experience).

- **Problems with interpersonal relationships**: Executive overemphasizes technical and cognitive skills at the expense of relationship skills (Executive doesn’t communicate or listen well, hires people in own image, is overly critical, is authoritarian, doesn’t delegate, etc.).

- **Unable to build and lead a team**: Executive tries to do too much alone and doesn’t delegate or develop a team.

- **Unable to develop or adapt**: Executive is unable to change or develop in a job, particularly during transition periods, changes in the market, and cultural changes.

*Ellen Van Velsor and Jean Brittain Leslie*
Why Executives Do Stupid Things

- Weaknesses are flip side of their strengths
  - Brilliant, stellar records = may have feelings of invulnerability, big ego, individualism, over-reliance on skills that helped them succeed in past
  - Great risk-takers = may underestimate challenges and caught unprepared
  - Helpful advisors = may surround themselves with people similar to themselves or too few people so they have limited perspective
  - Succeed by breaking rules = may believe all rules are meant to be broken or they’re above the law
  - Powerful = may develop feelings of entitlement and sense that they deserve more than others
Process of Derailment

High Potential Manager

- Assertive
- Introspective
- High energy and initiative
- Ability to solve problems well and quickly

Corollary Weaknesses

- Impatient
- Doesn’t listen well
- Independent to the point that relationships suffer
- Likes to solve problems alone

Center for Creative Leadership
The Process of Derailment: Things Change

- A strength no longer matters
- A strength becomes a weakness
- An untested area becomes a weakness
- A flaw now matters
- A blind spot becomes a flaw

*Lombardo and Eichinger*
Successful Professionals

- Have more diversity in their track records. They do many things well.
- Maintain composure under stress
- Handle mistakes with poise and grace
- Focus on problems and solved them
- Get along with all kinds of people – assertive and respectful
- They were, or were helped to be, avid learners of new management behavior which could lead to more of a balanced perspective. (McCall et al., 1988)

McCall and Lombardo
Trust, Communication and Culture
Why Trust?

- Increases recruitment and retention
- Builds support for leaders’ and organizational goals
- Enhances individual and team productivity
- Inspires people to go beyond the call of duty
- Enhances communication
- Increases speed and efficiency of decision-making
- Reduces conflict and costs of negotiation
- Promotes organizational change
- Helps organizations survive crisis
Role of Trust in Developmental Relationships

Intentional Trust:
Does the manager have the employees’ best interests in mind?

Predictable Trust:
Is the manager consistent and predictable?

Developing trust happens gradually and is based on a “long chain of positive experiences”.

Fernando Bartome
HBR: Nobody Trusts the Boss
Steps for Building Trust and Respect

- Provide clear goals, performance measures, and feedback
- Be competent
- Be caring
- Be consistent and predictable
- Be reliable
- Be fair
- Communicate: Be accessible, willing to share information, and give explanations for decisions
- Show integrity: Be honest, moral, and consistent in your words and deeds
- Show that you are willing to make sacrifices for the relationship
The major barrier to mutual interpersonal communication is our very natural tendency to judge, to evaluate, or approve (or disapprove) the statement of another person or group.

Real communication occurs, and this evaluative tendency is avoided, when we listen with understanding. What does that mean? It means to see the expressed idea and attitude from the other person’s point of view.

*Carl Rogers, 1952*
The Platinum Rule

Do unto others as they’d like done unto them
Universal Human Needs

- **Meaning**: We all want to make sense of ourselves, the world, and our place in it.
- **Belonging**: We all want to be appreciated for who we are.
- **Competence**: We all want to be good at what we do; we want to grow and change.
- **Consistency**: We all want to believe that the world is predictable from day to day.
- **Control**: We all want to believe that we have some control in our day-to-day lives.
Managerial Self-Awareness
“If you could master one element of personal communication that is more powerful than anything...it is the quality of being likable. I call it the magic bullet, because if your audience likes you, they’ll forgive just about everything else you do wrong. If they don’t like you, you can hit every rule right on target and it doesn’t matter.”

Roger Ailes, Public Relations Advisor to Presidents Reagan and George Bush, Sr.
No sooner do we think we have assembled a comfortable life than we find a piece of ourselves that has no place in it.
Gail Sheehy, Passages

Self knowledge comes too late and by the time I’ve known myself I am no longer what I was.
Ademola Reflections: Nigerian Prose and Verse

I’m the kind of woman that wants to enjoy herselfs in peace.
Alice Walker, The Temple of My Familiar

When stuck on a hard problem [MIT-educated investor] Levy tries a mental trick he invented in the third grade. He asks himself, “how would I answer this if I were a smart person?”
Fortune Magazine
• **Private self-concept**: Refer to self in ways that emphasize your personal traits, states, or behaviors (I am smart; I am bored)

• **Public self-concept**: Refer to self in ways that emphasize your relationships with others (I am loved; I am respected)

• **Collective self-concept**: Refer to self in ways that emphasize your group memberships (I am an MBA; I am a parent)
Self-Monitoring
What is Self-Monitoring?

Self-monitoring refers to a person’s willingness and ability to be attentive to social and interpersonal situational cues – and adapt behavior in response.

*Snyder and Gangestad*
Differences Between High and Low Self Monitors

**High Self Monitors**

- Highly sensitive to social and interpersonal cues
- Highly willing and able to modify their behavior in response
- *Asks self: Who does this situation want me to be and how can I be that person?*

**Low Self Monitors**

- Less sensitive to social and interpersonal cues
- Less willing and able to adapt their behaviors in response
- *Asks self: Who am I and how can I be me in this situation?*
Differences Between High and Low Self Monitors

High Self Monitors:
- More likely to:
  - change employers
  - move geographically
  - get promotions
  - perform better in boundary spanning jobs
  - resolve conflict through collaboration and compromise
  - emerge as leaders of work groups
  - rationalize failure
  - seek out prestigious work
  - attend to image
  - rely on social networks for career decisions
  - have instrumental relationships
  - be flexible about forming new relationships elsewhere
  - Have more stress

Low Self Monitors:
- More likely to:
  - be committed to current employers and friends
  - be less likely to move
  - invest emotionally in particular relationships so that they can be themselves
  - value freedom to pursue work compatible with own interests rather than work that is prestigious or well defined
  - may not need to gather so much information from external sources regarding diverse career opportunities because they have greater self knowledge concerning career preferences
  - may be more trusted in a crisis
Adaptable as human beings are and have to be, I sometimes sympathize with the chameleon who had a nervous breakdown on a patchwork quilt.

*John Stephen Strange*

We are what we pretend to be so be careful of what you pretend to be.

*Kurt Vonnegut, Jr. Author*
Managing Relationships with Subordinates
Managing Subordinates: The Gallup Study

Effective leaders create work cultures that inspire and enable high performance
Best Practices for Managing Subordinates:

The Gallup Study (From the Book: First, Break All the Rules)

- Focus of study
  - What do employees need from their workplace in order to do their best work?
  - How do effective managers turn talent into performance?
- 25 years of research
- Interviews and surveys with 1 million employees, 80,000 managers, 2,500 business units, 24 companies
- Broad range of companies, industries, countries
- Performance measures:
  - 360 degree feedback to identify best managers
  - Productivity, profitability, employee retention, and customer satisfaction
What Employees Say They Need from Their Boss to do Their Best Work

- I know what is expected of me at work
- I have the materials and equipment I need to do my work right
- I have the opportunity to do what I do best every day
- In the last week, I received recognition for doing good work
- My supervisor, or someone at work, seems to care about me as a person
- Someone at work encourages my development
- At work, my opinions seem to count
- The mission of my company makes me feel my job is important
- My colleagues are committed to doing quality work
- I have a best friend at work
- In the last 6 months, someone at work has talked to me about my progress
- This last year, I’ve had opportunities to learn and grow
Performance Results: Retailer Study

300 Stores in one retail company
Same top leadership
Same organizational culture
Each store designed to give same shopping experience

Manager Style
(top 25% on employee opinion survey)
4.6% over sales budget
14% above profit target
Retained 1,000 more employees per year than bottom group
Earned $104 million in sales over bottom group

Manager style
(Bottom 25% on employee Opinion survey)
.84% below sales budget
30% below profit target
Managing Relationships with Peers: Networking
“Most of us work in socially intricate organizations where we need the help not only of subordinates but of colleagues, superiors, and outsiders to accomplish our goals. This often leaves us with a “power gap” because we must depend on people over whom we have little or no explicit control.”

*John Kotter*
Which is Most Powerful?

- **Strong ties**: People who are central to your network, who you contact regularly
- **Weak ties**: People who you know but may not interact with often
Principles of Effective Networking

- Excel at what you do
- Be someone people want to be around
- Know many different kinds of people
- Be visible
- Develop and nurture your network
- Draw on your network
- Manage downsides of networking
Effective Networking

Your network flourishes by what you contribute to it, not by what you draw from it.

It’s not who you know, but who knows you.
Questions for Network Analysis

With whom do you speak every day?
To whom do you go for help at least once a week?
With one day of training, whose job could you step into?
Whom do you recruit to support an unpopular proposal of yours?
Whom do you trust?
Whom do you think Chris goes to for advice?
Managing Relationship with Your Boss
## Managing Your Boss

<table>
<thead>
<tr>
<th>Understand your boss</th>
<th>Understand yourself</th>
<th>Take action</th>
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</thead>
<tbody>
<tr>
<td>• Goals, objectives, pressures</td>
<td></td>
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<tr>
<td>• Strengths, weaknesses, blind spots</td>
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<td></td>
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<tr>
<td>• Preferred and non-preferred work styles</td>
<td></td>
<td></td>
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<tr>
<td>• Reaction to authority</td>
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<td></td>
</tr>
<tr>
<td>• Develop set of mutual expectations</td>
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<td></td>
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<tr>
<td>• Meet both your needs and boss’s needs</td>
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<td></td>
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<tr>
<td>• Keep boss informed</td>
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<tr>
<td>• Be dependable, honest, straightforward</td>
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<tr>
<td>• Use boss’s time and resources wisely</td>
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</table>
Improve Your Relationship With Your Boss

- Do you know your boss’s goals?
- Do you give your boss what s/he needs to be successful?
- Do you know your boss’s preferred working styles?
- Do you know your boss’s strengths and weaknesses so you can compensate?
- Does your boss trust you?
- Do you keep the boss informed?
- Do you show appreciation to your boss?
- Do you use the boss’s time and resources wisely?
- Do you tell the boss what your goals, wants, and needs are and what you need to be successful?
Authority Relations Are:

- Negotiated between those involved
- Guided by unconscious dynamics
  - Situational/External cues: Social structures of situations (e.g. roles and norms) press individuals to obey or challenge rules of hierarchical authority (e.g. Milgram); People project themselves emotionally and cognitively into their social roles.
  - Individual/Internal cues: People’s unconscious deep-seated personality attributes, often rooted in infancy and childhood experiences, influence their reactions to authority relations.
Internal Models of Authority: Key Concepts

- **Attachment theory**: Infants’ early attachments to caregivers determine enduring ways in which they continue to attach themselves to significant others.
- **Trust**: Infants early attachments influence the degree of trust they have with authority figures in the future.
- **Dependence/Autonomy**: The degree to which people think they need to attach themselves to others or distance themselves from others.
- **Transference**: Interpreting the present through lenses of the past.
- **Self fulfilling prophecies**: People act in ways that recreate their early experiences with authority
Attachment Theory and Authority Relations

**Modes of attachment**

- Secure model of attachment (stable, consistent, and nurturing caregiving environments)
- Insecure model of attachment (caregiving environments in which nurturing is inconsistent or absent)

**Level of trust in self and others**

- High trust in self and others
- High trust in others, low trust in self
- High trust in self, low trust in others

**Consequences for authority relations**

- Interdependent
- Dependent
- Counterdependent
## Authority Relations: Operating Strategies

<table>
<thead>
<tr>
<th>Dependent</th>
<th>Counterdependent</th>
<th>Interdependent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasize roles, rules, &amp; status differences</td>
<td>Undermine or dismiss roles, rules &amp; status differences</td>
<td>Integrate rules, roles &amp; status differences with personal beliefs and values</td>
</tr>
<tr>
<td>Idealize authority (one’s own and other’s)</td>
<td>Rebel against authority (one’s own and other’s)</td>
<td>Respect authority (one’s own and other’s)</td>
</tr>
<tr>
<td>Encourage dependency; discourage autonomy</td>
<td>Encourage autonomy; Deny dependency</td>
<td>Integrate need for dependency and autonomy</td>
</tr>
<tr>
<td>De-emphasize personal thoughts and feelings</td>
<td>Try to pull self and others out of role relationships</td>
<td>Emphasize cooperation and collaboration</td>
</tr>
</tbody>
</table>
Nobody is as powerful as we make them out to be

Alice Walker
Recommended Books

• The Leadership Moment, Michael Useem
• Organizing Genius, The Secrets of Creative Collaboration, Warren Bennis and Jean Ward Biederman
• Mastering Virtual Teams, Deborah Duarte and Nancy Snyder
• First Break All The Rules: What the World’s Best Managers Do Differently, Coffman and Colleague
• The First 90 Days, Michael Watkins
• The Secret Handshake: Mastering the Politics of the Business Inner Circle
• “Rich Dad/Poor Dad” and “The Millionaire Next Door”
Good Luck !!!

Shawn J. Khan, MD, MBA
President and CEO
SJK Consulting Group
www.sjkconsultinggroup.com