



**CC Carter:** We're real excited to have Bob Sprague as the closing speaker for this year's series. Bob has a bio that I'm going to read, and I'm going to say some things personally about Bob that I'd like to share, because I don't think this bio is fitting of who this gentleman really is. Bob Sprague is a lecturer in the Department of Management. He also is a doctoral candidate at Gonzaga University's Ph.D. program in leadership study. Bob has taught in both the College of Communication and Education and the College of Business. He has taught courses in leadership, communication ethics, communication research, and business communication. He has been teaching in the Management Department since 2008. His research interests include self-leadership, organizational dissent, and servant-leadership. Bob has done leadership development, both -- worked both on and off campus with students, faculty, staff, and community leaders.

That doesn't even so to suffice to say who Bob is. I will say this personally, from my perspective and my opportunity to interact -- to have interaction with Bob. Bob is probably one of the most dynamic, powerful, advisers/leaders that I've had an opportunity to work with on this campus. I've seen him work with groups. I've seen him lead groups. I've seen him motivate and excel groups to -- to greater potential than they ever thought was possible. I've seen him motivate me, my staff, and other folks in developing the I-LEAD conference. I've seen him work with management staff. All while having this quiet demeanor about who he was and how he got things done. It was just that Bob is the kind of leader that basically he sits there, analyzes, and he



says the right thing at the right time. And everybody goes, Oh, yeah, okay. I got it. And then he will show you the way forward gently, in a way to help you be successful. Bob has given his time, his energy, and his heart, not only to the -- the teaching profession that he -- he pursues, but his life and his -- his advising and his -- his heart to students on this campus. And it's been evident throughout his professional career. Without further ado, I'd like to introduce Bob Sprague.

[ Applause ]

**Bob Sprague:** Thanks for being here. And I want to share a few things that -- on my heart and my mind that hopefully the -- the ideas go into you and you can annotate and move forward with those -- those ideas where you are on campus here. I want to start with a -- a little bit of a warmup exercise, to try to identify what leadership is. Not a small task. All right? So what I want to have you do is go up to -- kind of one by one or in groups -- go up to the board up here. And this is what I'd like you to do. I want you to write down the name of a leader. Now, that leader could be somebody from history. That leader could be somebody from, you know, present day. Could be somebody out of your family. Close association of friends. Anybody you consider a leader that you would say, Yeah, yeah, this is a leader I really respect. All right? So in -- in any realm you can imagine, I just want you to put it up there. From personal life and home, or friends, business, history, you know, public life, whatever. I want you to put that up. Second word I want you to put up there is a synonym for leadership. So,



whatever -- whatever synonym you would -- whatever word you would substitute for leadership, I want you to write that down. And then the third thing I want you to do is to write your name. Now, write your name in a way that's clear enough for me to understand it. All right? I realize when I write I have to draw. So, just, you know, make sure that I can -- I can read your name there. All right. This -- I don't know how well you can see the list from where you are sitting now. You probably saw it as you were -- as you came forward. Let me see if I can -- oh, I better not move these. I might collapse them. Couple of here that I'd like to just ask the person who put them in a little bit more detail about why they chose the person that they chose. And might -- who wrote MLK -- Martin Luther King? Who -- all right. Tell us why you -- and you -- why you used innovator and why you used -- why you picked him.

**Audience member:** When you were describing the activity, it was just the first person that came to mind, in terms of shaping my ideas about what leadership looks like --

**Bob Sprague:** Uh-huh.

**Audience member:** -- and what I view as good leadership --

**Bob Sprague:** Uh-huh.

**Audience member:** -- the far-reaching effect he had.

**Bob Sprague:** Yes.

**Audience member:** And what he created -- created that still sort of exists today.

**Bob Sprague:** Yes.

**Audience member:** That's what --

**Bob Sprague:** Okay. And why the synonym innovator.



**Audience member:** It just -- it just came my -- to mind as someone that's -- that's looking at things differently --

**Bob Sprague:** Okay. Yeah.

**Audience member:** -- and could envision something different.

**Bob Sprague:** Yeah. Oh, very good. I like that. I like that. All right. Let's take a look at another person here. Mary Wallmark is on the list here. And John --

**Audience member:** Yeah.

**Bob Sprague:** -- talk to us about why you chose Mary.

**Audience member:** Well, first person who popped into my head. So [inaudible]. I wanted to put her down because, you know, she's here in the room with us. She's someone that most of us probably have worked with or will work with. And she's truly a leader here at Chico State. I don't know, I felt like it was very appropriate.

**Bob Sprague:** Okay. Okay. And you chose the word "selfless". Why?

**Audience member:** Again, first word that popped into my head [inaudible] leadership I think that [inaudible]

**Bob Sprague:** Crystal, where -- where -- oh, there you are. Okay.

**Audience member:** That's my oldest brother, oldest of five -- but he's, like, eight years older. He had to take care of my sister and I -- was the first example I had of an actual leader in my family. Because my parents had to both -- they both worked while we were in school.

**Bob Sprague:** Yeah, okay. And you chose the word sacrifice. Talk -- talk -- talk to us about that.



**Audience member:** There were a lot of -- there were a lot of things that he could have done -- could have chosen, but decided to stay back and take care of my sister and I, while kind of in the world of, like, gang violence and drugs and alcohol and gun violence and all of that. He decided to put that life to the side, to take care of us and to give us that good example. And, like, I always remember, like, being a little kid and going to school. It's like, okay well I only have five dollars left for another week till I get paid. [Inaudible] go to -- get some lunch [inaudible] things like that, I mean. So he's one of my biggest idols.

**Bob Sprague:** Okay. Cool, cool. Well, I want you to -- we could go through -- continue to go through. But I think the -- the trend you're going to see repeat, there are many different descriptors for this thing that we call leader. I mean, leader, you know, when you start describing it, we have everything from innovator to selfless. Then we have sacrifice. We have facilitator up there. Mentor, teacher. All of these words that -- that somehow find their way into who we think a leader is. But the bigger thing I want you to note here is look at the kinds of people we call leader; and where they are in life. And remember, I gave you the opportunity to pick, really, anybody. Okay? Martin Luther King. Wasn't anybody in the room doesn't know Martin Luther King. All right? And now, maybe most people in the room know Mary. Does anybody here not know Mary? Okay. You all know Mary. All right? But if we went outside of this campus, let's say, you know, we went someplace else, then we would soon find a group of people that didn't know Mary. But certainly most people are going to know Martin Luther King. Right? Now, go over here to Joseph Tonga. I'll bet a doughnut that -- that



nobody in the room here, except for Crystal, knows Joseph. Yet Crystal could've chose anybody. I mean -- I mean, there's some great names on this list. And what -- she chose Joseph as leader. She knows something about leadership. She's a reflective person. And she chose Joseph. So what I want you to see here is there is a broad range of people who are called leader. And I would -- I would venture to say, make the statement, that everyone is a leader. The question is how good are you at it? Because all of you are an influence. All of you have influential relationships. All of you lead at some level. Now... Joseph -- I don't know where Joseph -- Joe -- what's Joseph do today?

**Audience member:** He works in a cheese warehouse.

**Bob Sprague:** Okay. Cool. All right. Now, Joseph probably isn't going to have the scope of MLK. All right? But because of how he led, he might. Okay? Here -- so what I want you to see is there's just such a broad range of -- of -- of leader -- leaders. We all are leaders. And we all have a profound impact on a scope or a region of relationship. Oftentimes we just -- we look at the -- the MLKs. We look at other people in, you know, leadership position. Mary, over here. But Joseph and the others in our lives that we call leaders that don't usually get books written about them, or -- nor do they pen the books either. So, what I want us first to see is that leadership is not only something that speaks to your competence, it also speaks to your character. Because every person here is deeply competent in the -- in the sphere in which that they -- they -- they worked. And each one of them has a very, very deep character, as well. And it's interesting that Stephen Covey talks about character and competence as the



recipe for credibility. And yet, it is foundational to what we call leadership, as well. So with that in mind of understanding that we have a broad range of leaders and really, everybody leads in some scope and in some way, question is how well we're going to do it.

I want to have a little case study here. And I think I made enough, but I'm not sure. Did you get a count on how many in the room here yet? [Inaudible response] I think I made 30.

So, what I'd like you to do is grab one. There's two cases on here. And I'm going to have you work on this with one other person. Now, from this side of the room over here, you're going to work on case number 1. All right? And from this side of the room over here, you're going to work on case number 2. And like you to find a partner to -- to read the case together and answer some of those questions. And I'll get some feedback from you in a -- in a moment. All right? Let's start with case number 1 here. Let's first talk about Susan and what kind of a person is she going to need to be -- be, in order to advance her cause. What do you -- what'd you guys come up with? Yeah.

**Audience member:** Said that she [inaudible] persistent, have a committed outlook, emotionally balanced, and assertiveness [inaudible].

**Bob Sprague:** Okay. She's going to be -- need to be helpfully assertive there. Yeah, good. I like that. Yeah.

**Audience member:** [Inaudible]

**Bob Sprague:** Okay.



**Audience member:** [Inaudible]

**Bob Sprague:** So she needs to be winsome, as -- as well as very objective. Okay. Good, good. What else?

**Audience member:** [ Inaudible ] -- great communication skills. Passion. She should have [inaudible] as well as chutzpah.

**Bob Sprague:** Okay. Okay.

**Audience member:** [Inaudible]

**Bob Sprague:** All right. So, well -- that -- let's take a look at the -- what kind of formal opposition do you think she's going to encounter?

**Audience member:** [Inaudible]

**Bob Sprague:** What's that?

**Audience member:** [Inaudible]

**Bob Sprague:** Yeah. Yeah, yeah. That's right. A city budget or somebody's budget, anyway. Okay. What else?

**Audience member:** Dismissal, because they [inaudible] see how there's actually a problem there, the personal stake she has in it.

**Bob Sprague:** Okay. Oh -- so what was the first word?

**Audience member:** Dismissal.

**Bob Sprague:** In other words, they might just [inaudible] -- yeah, yeah.

**Audience member:** [Inaudible]

**Bob Sprague:** Okay. Okay. So, yeah, yeah. That's -- that's -- the authorities there, council would just -- next. Okay, okay. What else?





**Audience member:** We said time, other organizations, budget, money -- Public works, police.

**Bob Sprague:** Okay. Okay. Okay. A number of formal authorities you mentioned there. Yeah. Now -- okay, now, what advantage do you think Susan has over city council members in addressing this issue? Do you think she has any advantage, first? Maybe that'd be part of it, too. Yes.

**Audience member:** She's actively involved in the community and she has someone being affected by it.

**Bob Sprague:** Okay. So what -- what two -- what do those two things do for her?

**Audience member:** It gives her authority.

**Bob Sprague:** Yeah. She got it -- came in the back door for her, didn't it? Yeah. By virtue of who she is, her engagement, and her personal experience, her loss -- or her -- her son's injury. Yeah, okay. What -- what other reason -- what other advantage does she have?

**Audience member:** [Inaudible] money versus [inaudible] her son got [inaudible] have that on her side.

**Bob Sprague:** Uh-huh. Yeah. Okay. So she's got some intangibles there that certainly -- that anybody sitting on the council wouldn't have necessarily. Okay. What other -- what else -- other advantage?

**Audience member:** She's an expert in the field. She works [inaudible].

**Bob Sprague:** Okay, so she knows a lot about -- she's presented a very good case. But she's really employed somewhere else, but in the community, obviously. So is that



what you mean? She's really -- she's made a compelling case? Yeah. Okay. Now, how does that give her an advantage over a city councilperson?

**Audience member:** It's part of her daily life. So she'll be able to convey that message to them. They're going to be a little bit more removed from the situation.

**Bob Sprague:** Now, why are they -- okay. Talk about that removal from it. What's their removal?

**Audience member:** That they're not personally affected by the [inaudible].

**Bob Sprague:** Okay. Other words, it wasn't their son.

**Audience member:** It wasn't their son. They don't work on campus. They can -- they can go about their business and do their job and not [inaudible] be affected by what's going on.

**Bob Sprague:** Okay. Okay. We're going to come to this in a minute. But one of the issue -- one of the advantages here, she can be very single-focused. This is my thing. All right? This is my thing. Affected my son. And here's the problem. And -- and what a -- does she need to care about anything else? No. Does the city councilperson? Let's see. Reelection's in six months, and this, the budget thing. And these people over here. Police are going to think this. And the property owners are going to think this. And all that. Right? Yeah. Okay. Good. All right. Let's go over here. Now, case number 2. What kind of worker's able to voice this kind of message?

**Audience member:** [Inaudible]

**Bob Sprague:** Yeah. Their deep experience. Yeah. What else?

**Audience member:** Well, we said -- we said strong confidence, because it was in a --



in the -- the setting is a, like, sit and listen type of an environment. And that can be really intimidating to say something. So you have to have strong confidence in yourself and your abilities to speak.

**Bob Sprague:** Yeah. You have a lot of personal resources in that room. What else?

**Audience member:** Someone who has credibility or is respected.

**Bob Sprague:** Yeah. Yeah. Now, that experience, like, that's probably what you were thinking, part of that was. And then they have the respect that goes -- goes with that. Okay. Let's -- what risk is Bill facing in that meeting? What are his risks?

**Audience member:** [Inaudible]

**Bob Sprague:** I chose something that really would be removed. Okay?

**Audience member:** [Inaudible] others would feel threatened and then sort of a sense of oppression in place. Like, I got this degree or I got the title come into play.

**Bob Sprague:** Okay. So he could be minimized. Yeah. Yeah. No, I understand that would never happen here. But I -- theoretically, I understand that. Okay. What else? What else? What are -- what other risks does he face?

**Audience member:** Humiliation.

**Bob Sprague:** More.

**Audience member:** Okay. So, if you would give an opinion different from people who have titles, degrees, and you have a wonderful opinion, probably doesn't matter [inaudible]. Doesn't matter who you are. But it matters who you are, so much as to where if your opinion's said by you or by someone [inaudible].

**Bob Sprague:** Yeah. Yeah. Okay. Let's -- and what are -- what's -- what advantage does



Bill have over the managers in the room?

**Audience member:** [Inaudible]

**Bob Sprague:** What's that?

**Audience member:** He does the work.

**Bob Sprague:** Yeah, he's hands-on. He's right there. Okay. Yeah. What else?

**Audience member:** He may not be restricted by the limits they have, or their imagined limits [inaudible]

**Bob Sprague:** Yeah. I mean, these -- these managers have all these marching orders from who knows where. And they're just all pushing it down. And they have multiple stakeholders they're all worried about. Bill does his thing and really loves the -- the organization, what it does, and his job, and all of that. Well, yeah. So, what's the value of these conversations to the organization?

**Audience member:** [Inaudible]

**Bob Sprague:** What's that.

**Audience member:** They get to get it. They get to have that opportunity to have a broad-based conversation from all levels in regards to changes that are being suggested.

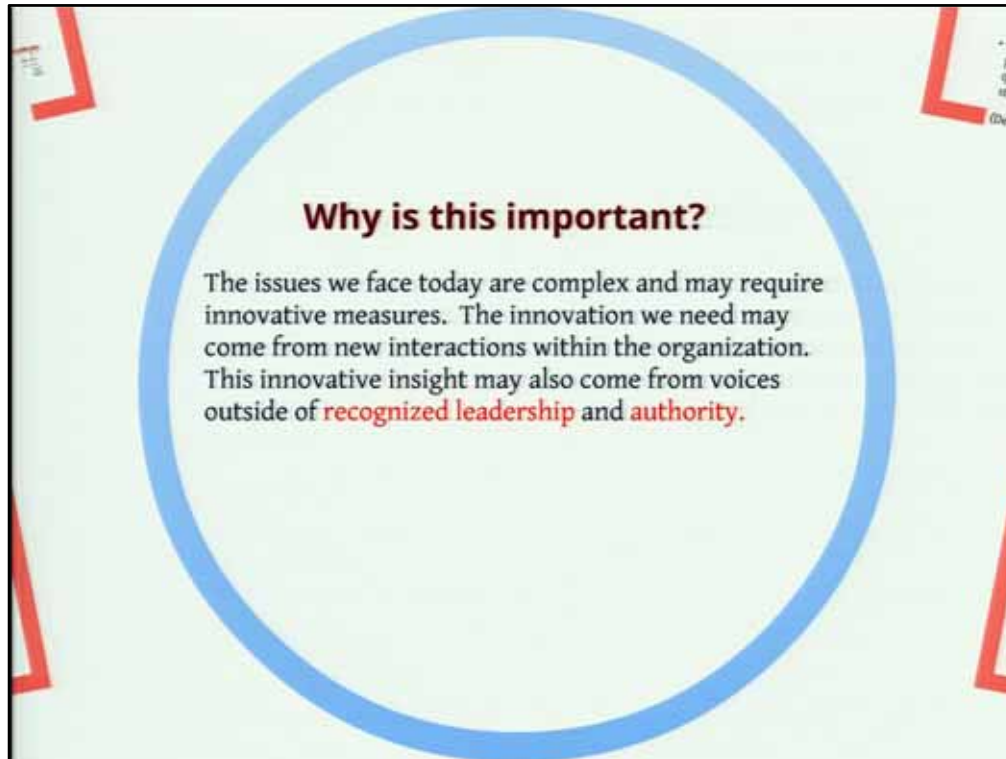
**Bob Sprague:** Yeah. Different information that came in. Yeah. And -- yeah.

**Audience member:** I was going to say, if they're open-minded, [inaudible] it might help in the process.

**Bob Sprague:** And herein lies one of the advantage of leading without authority. Was it on Bill's job description to speak in here? No. Was it -- did Susan -- did she have



any formal authority to carry this out? No. But because she did not have a formal authority, she was able to voice some things that would have been missing from the space, and -- and -- and thereby influence and affect and lead in some rather profound ways. So let's take a look more detail on this.



**Bob Sprague:** This is why this is important. Can we -- can we hit the lights, like we had in here earlier. Why this topic is important is the issue we face today are complex and may require innovative measures, for sure. The innovation we need may come from new interactions within the organization. This innovate -- innovative insight may also come from voices outside of recognized leadership and authority. One of the things I tell my students is that we -- you know, we -- teaching them in groups all the time. There's group stuff all the time, all the time, all the time. You know why groups are so essential to today? There are two factors that are -- that are undeniable and -- and we cannot avoid in today's reality. See, it used to be that leaders could walk in the room and say, you know, do this. And everybody says, Okay. And we off -- go off and do it. But now the world is so complex, and we're recognizing so many other stakeholders -- stakeholders probably should have been recognized before, but weren't. The situations are so complex, there's so many consequences, consequences that are oftentimes unintended. They're so complex, no one person could get their head around at. And -- and secondly, the velocity of decision-making is going so fast, it takes a group of people to get their heads around issues for decision-making. So, you've got to be able to create these groups -- those with authority and those without authority -- so you can get enough information to make good decisions. Yeah.

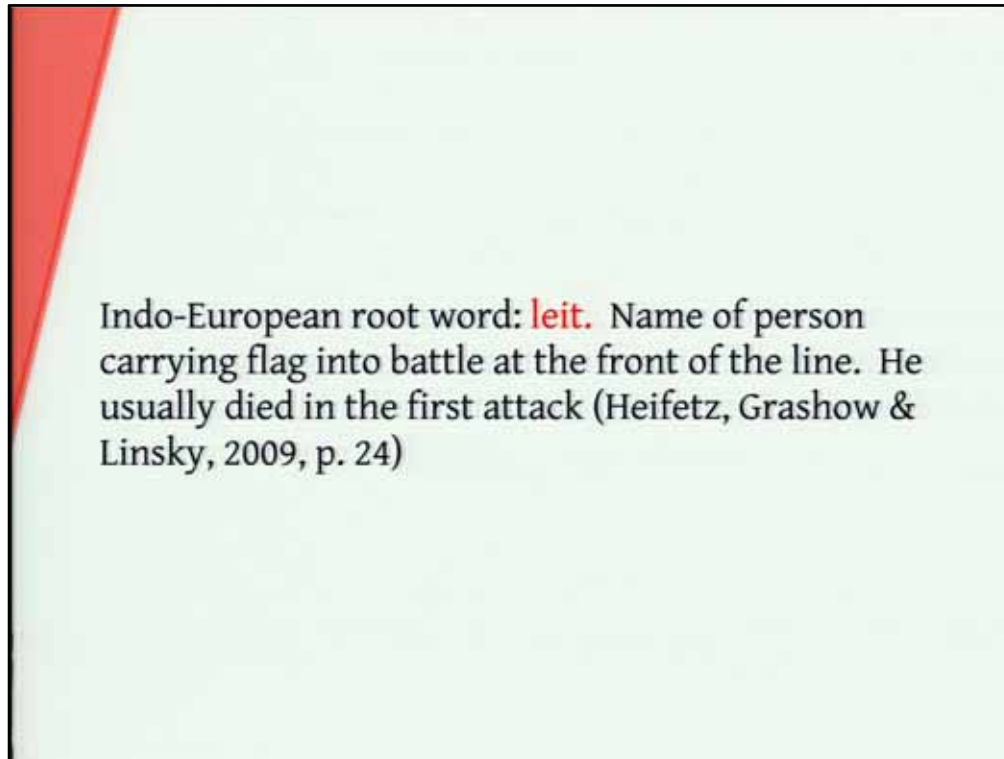
**Audience member:** But would you also say that another factor is that authority doesn't have the authority that it used to have?

**Bob Sprague:** It -- there -- it is -- it is diluted. Yeah. For -- for good or bad. Yeah. And that -- we could go on, on that, for a long time. Yeah.

**Audience member:** [Inaudible]

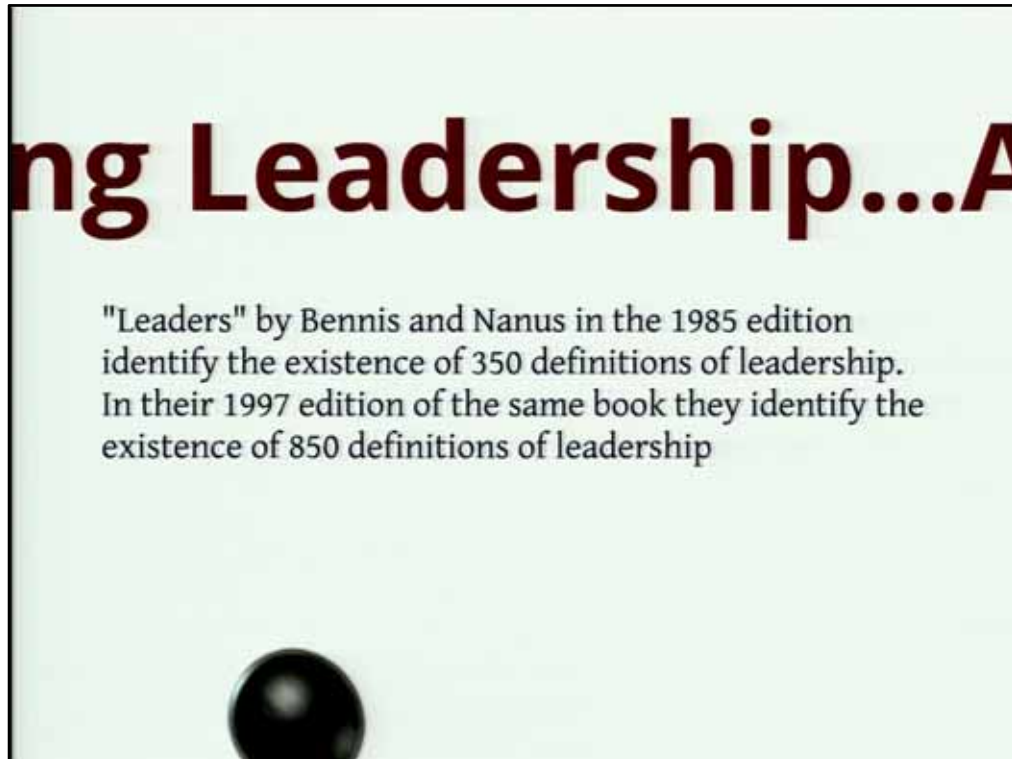


**Bob Sprague:** So let's take a look at leadership. And... I'm going to define this once again. And that's a hard thing to do.

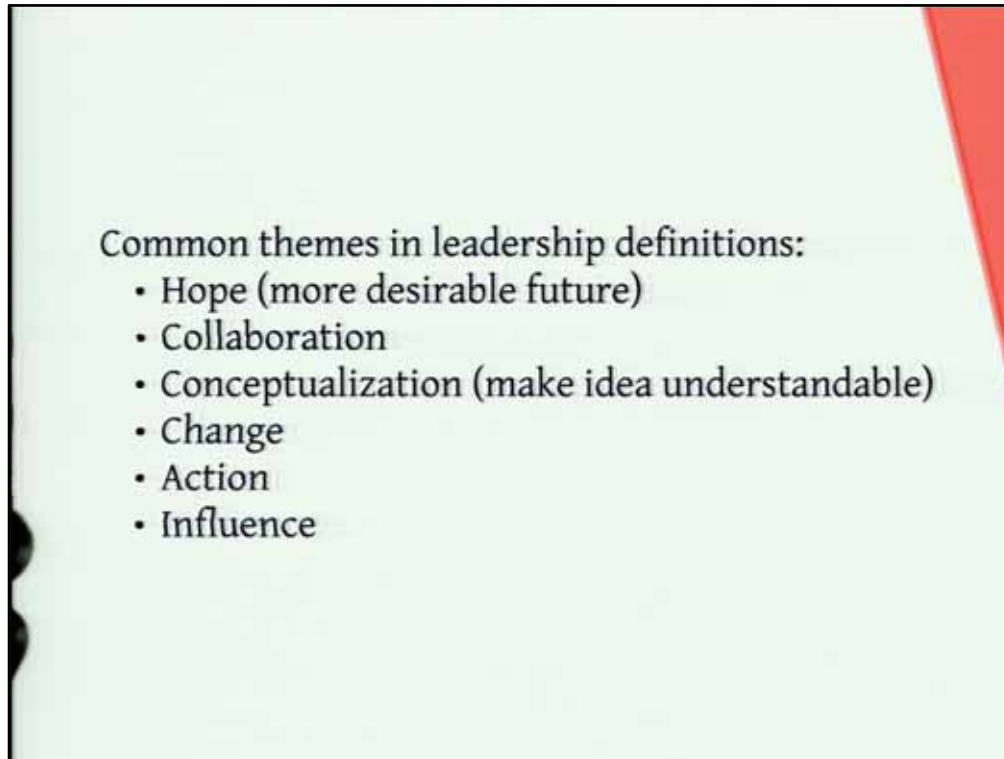


But let's just start with its -- its roots come from this word "leit", which is the name of the person carrying a flag into battle. All right? At the front lines. And he was the first guy to get killed. I just find that fascinating [laughs]. So, we could probably create a whole seminar around that image. Okay? All right? So let's carry on from there.

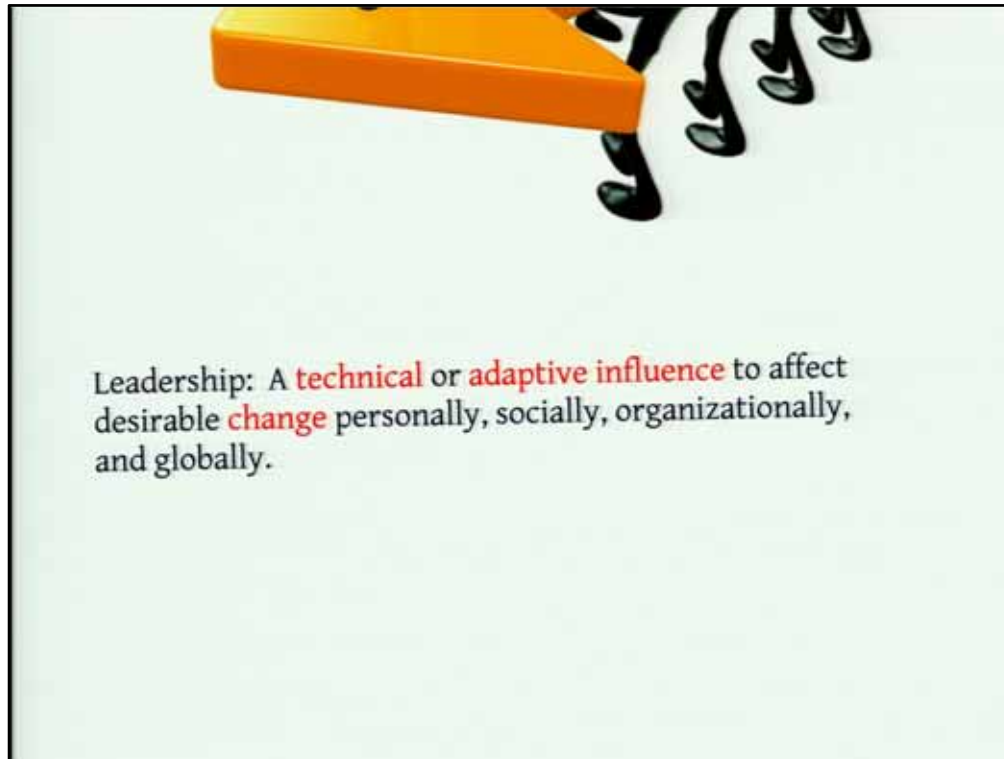




Bennis and Nanus wrote a foundation work called "Leaders". And in their 1985 edition, Bennis talks about collecting 350 definitions for leadership. Then, by the 1995 edition, when it came out, he was all the way up to 850 definitions for leadership. So, I'm just going to guess, for every man, woman, and child on the face of the Earth, there's got to be a definition for leadership out there. And I'm going to go throw mine in the ring here in a moment.



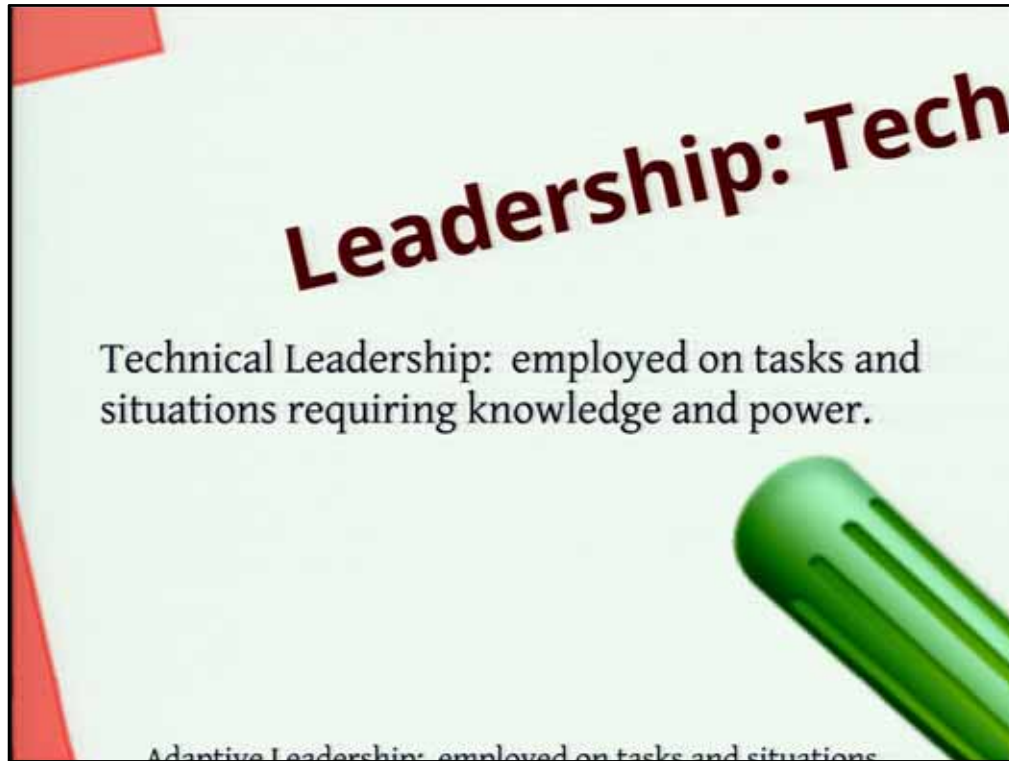
But as you read all of these definitions, there are common themes that come up. Things like hope. Collaboration, you know. Conceptualization, you know. Being able to make an idea understandable. Change -- frequently. And action. And, of course, influence. And as you just read all of these, these are the kinds of words that come up in your minds.



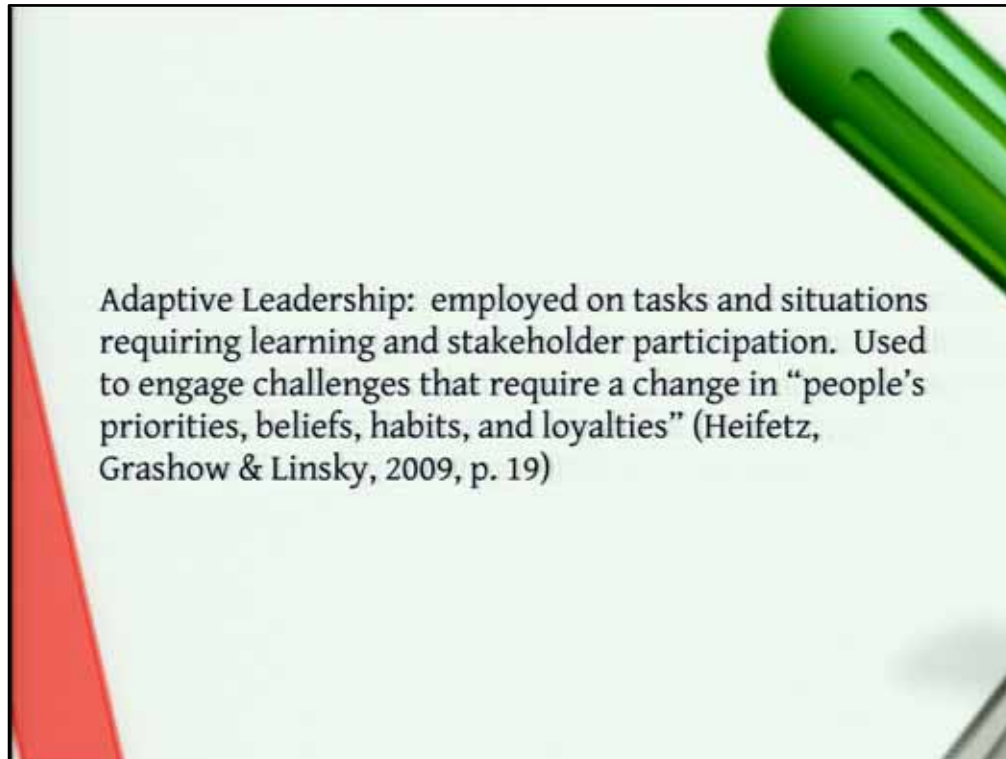
So, let me throw out my definition of leadership for today, and we'll cover some of these key words. Leadership is a technical or adaptive influence -- hand on, I'll explain that in a minute -- to effect desirable change personally, socially, organizationally, and globally. And if you wanted to change these words to psychologically, socially, organizationally, and interculturally, fine. Go on. Whatever other L-Y words you want to put it there is fine. But let's first focus on this change. Leaders fundamentally are involved in change in -- in some way. Now, oftentimes leaders are juxtaposed to managers. You know, you're a leader or a manager. And it's really the -- really a false dichotomy. Because leaders are involved with change and -- and, you know, movements in the status quo, where managers deal with complexity. And they're -- there are great manager -- there are great managers who are also great leaders, and great leaders who are great managers. So it's a false dichotomy. But leaders -- involved with change.



Now, let's look at those two words, technical and adaptive. And I pulled this -- these concepts from a fellow by the name of Ron Heifetz. And I have the references at the end of the slide deck. And I'll make those -- that URL available to you there. And two great ideas that also go with the idea of leading with and without authority.



So, technical leadership is the kind of leadership you give when the task or situation only requires your -- what you know and the power you have in your -- your realm. So, this time of year, the bookstore's always talking to us about, you know, our book orders. So we throw in our book orders. And the very nice person there in the bookstore is making book orders. All right? Now, she has technical -- gives technical leadership to how those orders are placed, you know. She doesn't have to have a committee to find out all about it. She -- she - - she does it. She has -- gives leadership and authority to making sure that stuff happens. All right?



Now, let's take a look at another kind of this adaptive leadership. Employed on tasks and situations requiring learning and stakeholder participation -- two really important ideas. Used to engage challenges that require change in people's priorities, beliefs, habits, and loyalties. There. And this is the tough part of leadership. This is when you have to pull others into -- into the realm. Where you have to pull learning, thinking, beliefs, presuppositions, what really is the problem. These are all part of what we call adaptive leadership.

Kind of Challenge	Problem Definition	Solution	Locus of Work	Example
Technical	Clear	Clear	Authority	Doctor, Room Request.
Technical / Adaptive	Clear	Requires learning	Authority and Stakeholders	Doctor 2, Teaching a Class
Adaptive	Requires Learning	Requires learning	Stakeholders	Doctor 3, Downtown: Clean and Safe Program. Recent update of GE Pathways

(Heifetz, Grashow & Linsky, 2009, p. 20)

And this chart you -- try to illustrate it. Technical leadership: The problem definition is clear. The solution is clear. And the authority you run -- run from. So, here we -- I'm going to choose a doctor. I go into the doctor. And I got a runny nose. And he says, it's allergy season. Here. Here's a super Claritin on steroids prescription. And, you know, call me in a week all right? So, technical leadership here. All right? It could be technical and adaptive, when the problem is clear, but the solution may require some learning. And then there's some authority and stakeholder issues. So back to my doctor illustration again. I go in there. Obviously I got a runny nose. And what might require learning is, man, we're past pollen season and you're still doing this. We got to find out what you're allergic to. So he sends me off to a lab and has me tested for all the allergies and all that kind of stuff. Come back here. And we find out what I need to do. I need to talk to my wife about what it's going to cost. And all -- you know, the -- you know, what other inconvenience I go into. And there the decision is made. So both technical and adaptive. In other words, it involves other people. Now, here's a tough one. When it's adaptive, it requires learning to even define the problem. You don't even know what it is. It may require learning to find the solution, and there's lots of stakeholders. You know, there was a memo that went out about the bookstore. A gentleman at the bookstore sent out a memo, probably all got it, that says we're trying to figure out how to better serve the campus. In essence, that was the theme. And then wants to employ feedback and not -- and hopefully through that feedback, maybe clarify what the -- what the real problems are, develop maybe real solutions. And certainly, you know, taking on the -- the words of the stakeholders in that. So it's a very much an adaptive kind of problem there, so...

## Leadership With & Without Authority

**Leading with authority:**

1. Direction
2. Protection
3. Order
4. Technical & Adaptive



**Leading without authority**

1. Outside the margin
2. Challenges the status quo- values, realities, possibilities
3. Rebellion with character
4. Single issue
5. Front line and its personal



With that in mind, we come to leadership with and without authority. So, technical leadership: All you need is knowledge and power. You can make the decision. All right? Adaptive leadership means you've got to -- you've got to learn something -- even what the problem is -- and you've got others involved. Now, the biggest mistake any of us will ever, ever make is to not correctly identify whether something is technical or adaptive. Here's the situation. You come in. I go into CC and say, CC, can we spend \$50 on the lunch? And CC says, Well, you know, I think we ought to -- get everybody in here and talk about it for a little while and see just exactly where we all stand on that kind of expenditure. Well, all the people walking in the room are going to go pull their hair out. Like, can't you decide? Yes, he can decide that \$50 on the lunch or not. All right? It's a technical -- it's a technical issue. All right? Now, those same people go in the room and say, CC, we really think the university center should do this. And they have some radical new idea that they want to go on. And -- and -- and CC just says, Yes. Or he says, No. Or he says, Call me tomorrow. Now you've got something that's probably much, much larger that's going to involve adaptive process.



# Leadership with &

## Leading with authority:


1. Direction
2. Protection
3. Order
4. Technical & Adaptive

Formal and informal

Beyond the boundaries to understand expectations and take risks.

So, now we come to leadership with authority. To contrast that, we're going to talk more in more detail on the without authority. What we expect of our leaders with authority is that they give direction. Can we buy lunch? Protection from folks inside the organization, on the outside of the organization. Protecting the people in there, doing their work. Bringing order. Making sure that there isn't conflict brewing that keeps us from being productive. And then, of course, their work technically and adaptive.

al & Adaptive



**Leading without authority**


1. Outside the margin
2. Challenges the status quo- values, realities, possibilities
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4. Single issue
5. Front line and its personal

So, let me move to this leading, now, without authority. Leading without authority happens outside the margin. In other words, it's Susan coming to the city council meeting. It's Bill that doesn't necessarily have the job. You're -- you're outside of the system. And this person is very free to challenge the status quo or other possibilities, because they're not encumbered by their position of authority.



Because, see, this is what happens with that person of authority is there's a -- there's a deal that's made. I'm going to give you authority to do this job. And so, everybody's happy, as long as you're in here. All right? But let's say you see something that needs to change. Something that's -- there's stuff that's going on that nobody's addressing. And so, you get out here towards the edge, to the very edge of your authority. And -- and you start dancing out here, and you risk making people unhappy that gave you this authority. You got what I mean? So, that's the trade that people in authority have. That's your city council member, your congressman, the president of the university, everyone else. They got -- they got some level keep everybody happy.

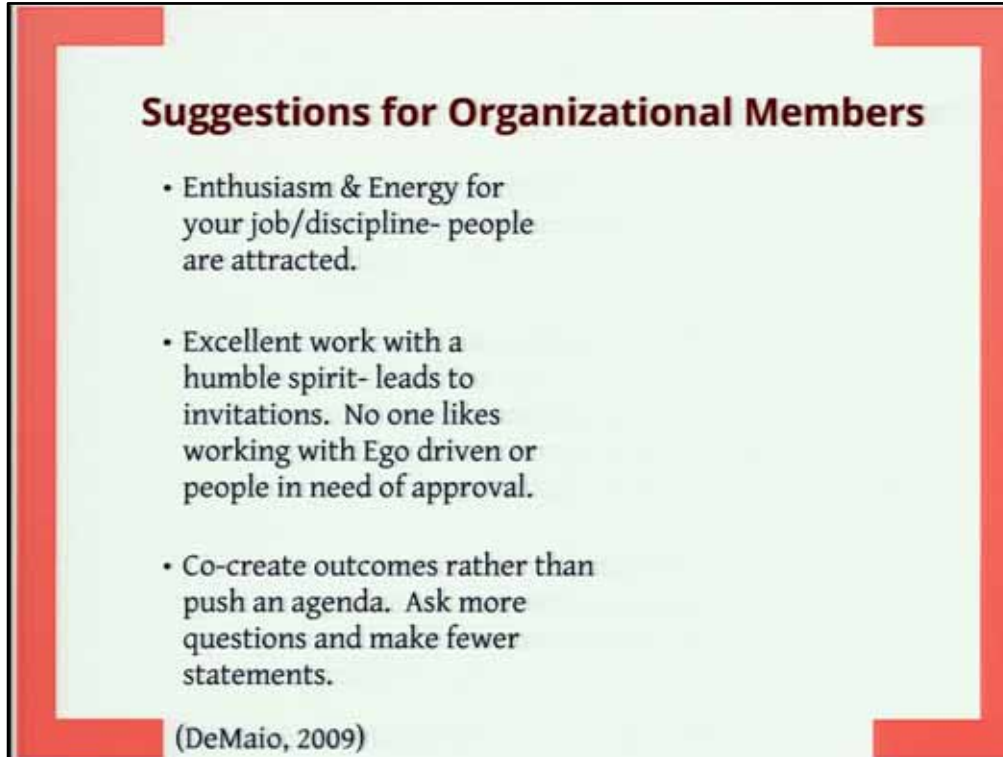
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4. Single issue
5. Front line and its personal

Now, when you get to this person here, he doesn't have to keep anybody happy. All right? This Susan at city council meeting, my kid got beat up, and we got these issues downtown, and what are you going to do about it? Well, they don't want to hear that there's no budget or the police don't like it or the, you know, landlords don't want this down -- and it's, like, this is -- this is unsafe. What's -- what don't you understand about unsafe? All right? So, they can really come on strong with the challenge. But they need to have rebellion with character. All right? So you caught that in, as you talk -- talked about Susan. I mean, she can't just be some wingding that walked in the room. All right? There's... credibility in her argument, in her personal presence there. Single issue. Right? Got -- I think we made that point. And she's -- it's frontline and personal. You -- several of you came up with that. You're just right -- right in there. And again, Bill. Same thing. He's -- he wasn't in the meeting that had this change coming up. I mean, it's just not in his deal. Now, it gets -- gets difficult, in terms of how he's going to challenge the status quo and maintain his position. Let's talk about that in a moment. Again, rebellion with character. He cares enough to speak up. Some -- some people recognize dissenters as folks that don't care about the organization. I would argue that dissenters actually care more than those just -- that just go along, because they're willing to risk and put their hand up. Again, for Bill, his single issue is that the stuff he does inside the organization, his work, where he gets his hands dirty, and of course for him it's frontline and personal.



**Suggestions for Organizational Members**

- Enthusiasm & Energy for your job/discipline- people are attracted.
- Excellent work with a humble spirit- leads to invitations. No one likes working with Ego driven or people in need of approval.
- Co-create outcomes rather than push an agenda. Ask more questions and make fewer statements.

(DeMaio, 2009)

So, suggestions for organizational members? What can we do as organizational members to foster this ability to work without authority, is first of all we can do a great job -- okay -- in the job that we have been given. Like Bill recognized for just his great work. There you and I need to be enthusiastic about what we do in the job. And when we're excited about it, when we do a great job, people are attracted and they then start -- and end up asking us questions that, you know, we never get invited to those meetings to discuss. But because we do so well at what we do, we're often invited to have conversation wouldn't normally have. Excellent work with a humble spirit leads to invitations. All right? When you're -- when you're a humble person, you're unpretentious person, that invites people to -- to move near you, because no one likes working with ego-driven people or people who need approval all the time. So, if -- if you're not only excellent but humble, you find yourself in conversations you never dreamed up before. And the last one -- this was really important -- is co-create outcomes, rather than push an agenda. Once you get tattooed with an agenda, it's, like, oh, Bob, yeah, he's always into that, you know, or whatever. Okay? Of course, he's going to raise his hand, you know. He's -- that's -- that's just him. All right? Now, the issue here is probably asking more questions and making fewer statements. You know, you -- you ask those questions that are like, you know, thousand-pound bombs that go into -- you know, you're not indicting anybody. You just asked this question that all of a sudden raises this big issue that's so important. You didn't give the answer. You might not even have the answer. But you're able to ask a question in a civil and respectful way, so -- for members.

## Suggestions for Organiza

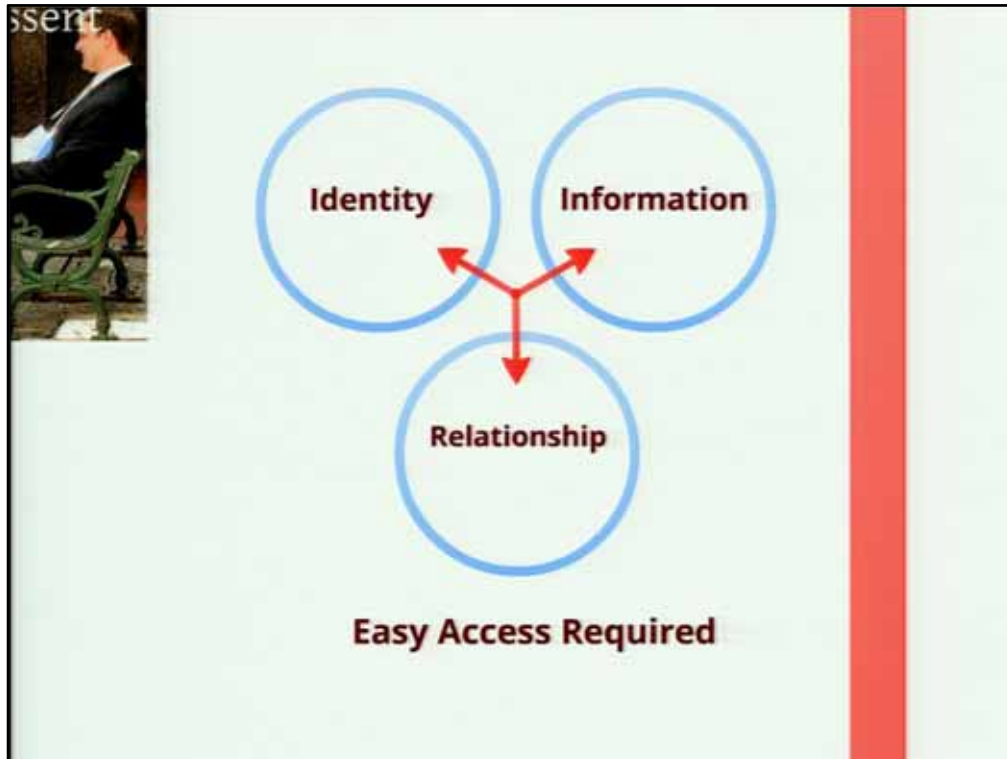
- Enthusiasm & Energy for your job/discipline- people are attracted.
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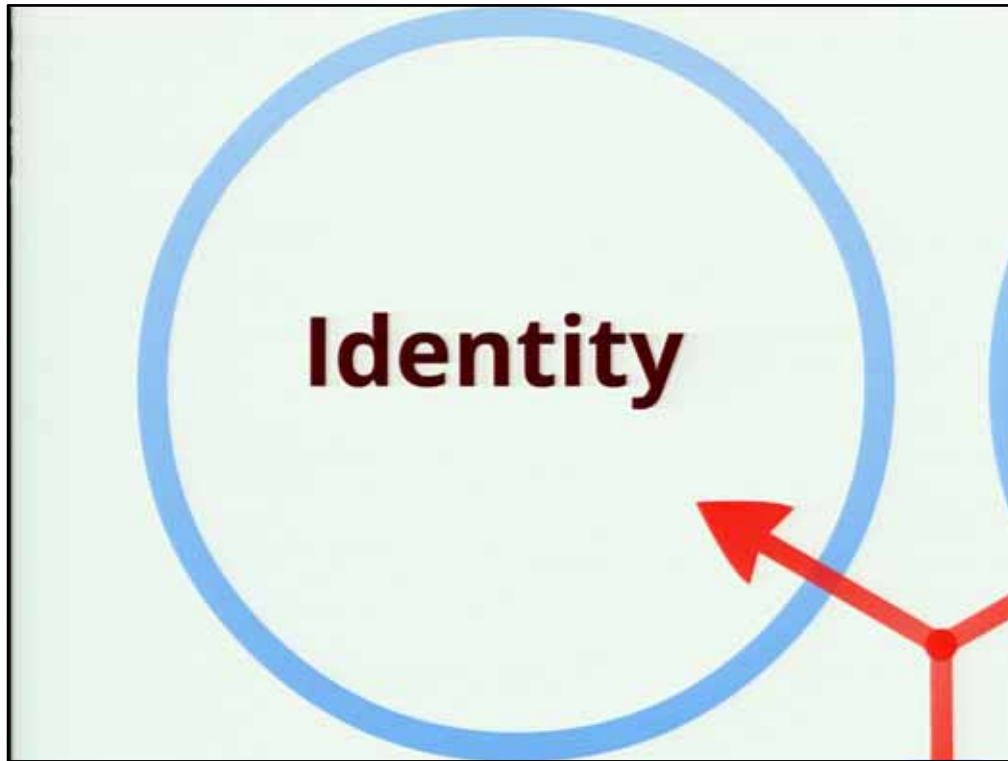
Now, for the organization, two things. First of all, an organization has to lower the cost of dissent. In order for us to have people who are able to work in that leadership without authority realm, you have to lower the cost for -- for like Bill to dissent. Because they're going to ask two questions before they dissent or raise those questions in the room. Is, what are you going to think of me when I ask that question? And what's it going to cost me when I ask that question? And unless that -- those two answers can come back, you know, in an acceptable way, Bill's probably not going to, you know, raise his hand there, if it's real expensive, unless, you know, you're doing something illegal and probably Bill would do it, no matter what it costs him there. But, lowering the cost of dissent. Dissent's an interesting phenomenon, in that you can introduce dissenters into groups. People just -- you know, you got a work team, and you put somebody else in there with a different point of view, and they have no position. All right? And you -- they're just going to be in there on the -- on the project. Even if that dissenter is wrong -- okay -- sky's pink, okay. Anybody agree with me? All right. There -- they could be wrong, but research has shown that that group will still come out with better outcomes, more creative outcomes, more innovative outcomes, even if the dissenter in the group is -- is wrong. Because they will think about different things in the process of handling that dissenting expression.



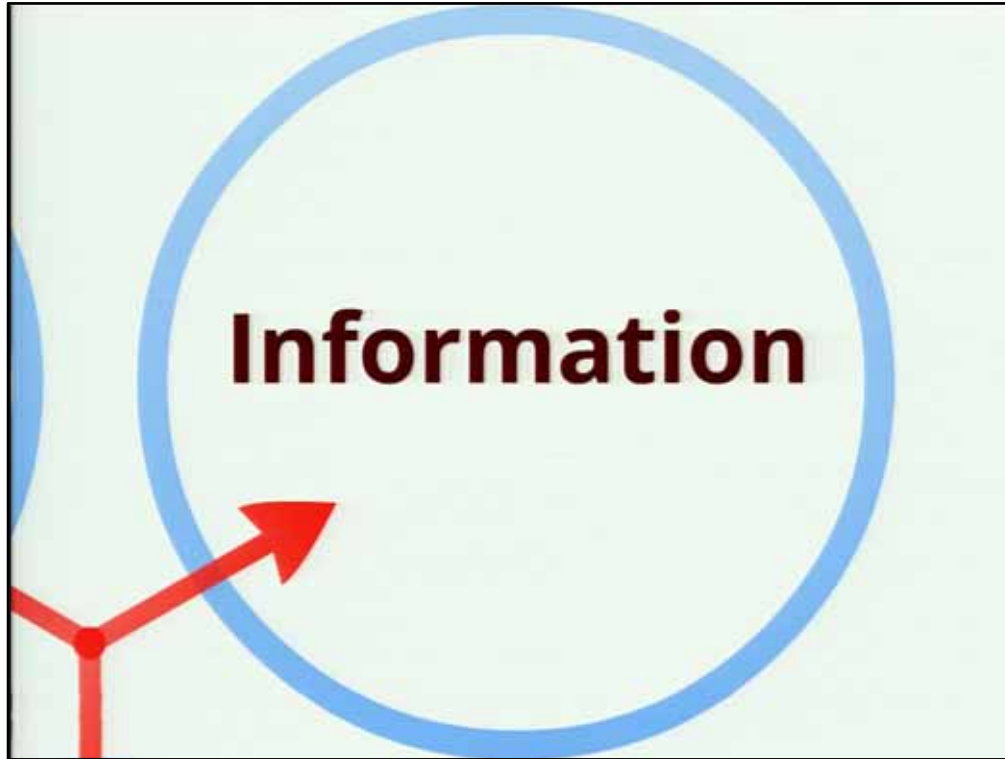




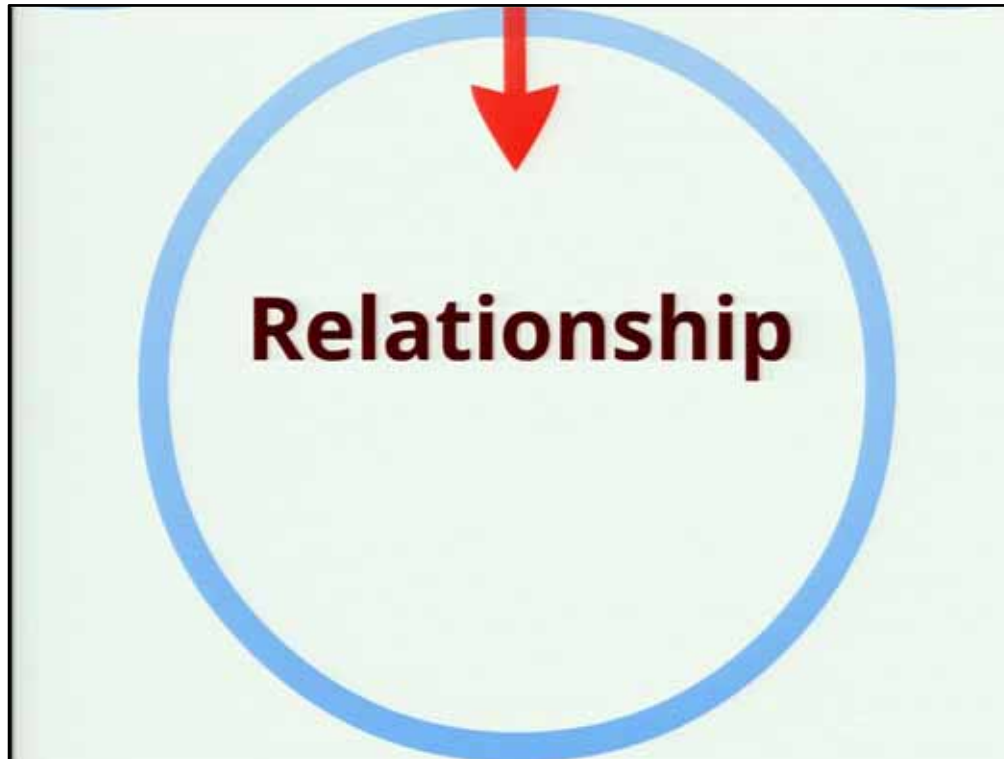
Second thing for organizations. They need to be easily -- there's three things that need to be very easy to get at.



The first one is we got to know who we are. Now, here we are. It's a university. Who I -- who this department is. Who I am in this department. What our missions and values and goals and all that. This has to be, like, easy to figure that out.



Second thing is, is information. You limit information, which that's when you limit those people who can speak, you know, without authority. You limit dissent, you limit information, and you make poor decisions. So information has to be easily obtainable in the -- in the organization.



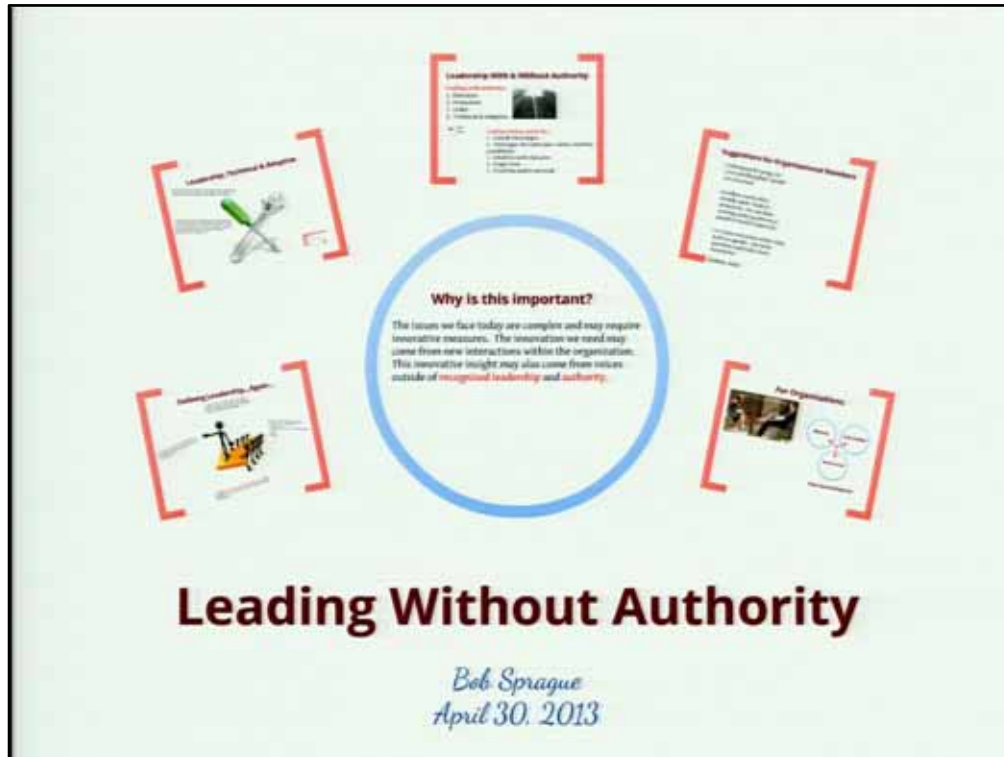
And relationships. You got to be able to talk to anybody in the -- in the organization. Had a fantastic experience at Thanksgiving. One of my students got a job at Workday. It's a tech firm in the Bay Area. They do HR software in the Cloud. And really up-and-coming company. And -- and Shanel calls me and she says, Yeah, I got this cool project and I got an interview with Dave Duffield, who's the CEO founder of the place -- he and another guy -- and I'm going down to talk with him. Do you want to come? Well, yeah [laughs], you know. So, you know, here's this person who is this summer intern. Okay? She calls Duffield's office and says, Can I talk? And he said, Sure, here's my available time. You know, we -- of course we called -- she called, you know, long enough out. And guy doesn't even have an office. He has a cubicle, you know, there. I mean, big building and, you know, big important guy and everything. But, you see, there was -- there's a company where everyone has access to relationships in there. Now -- now, I'm sure the lady that picks up the phone call, like, when Shanel called, she's smart enough to figure out the windings from, you know, oh, this is serious conversation, and can filter that. But, you know, you can get to people. And that's the other critical part of this.



So, for organizations, lowering the cost of dissent and making those three things easy to -- to access.



So, there -- these are the references that pulled these -- this from. A lot of dependence on the work of Heifetz. Really like what he has to say. He's a fellow that teaches at Harvard.



And there you have it: Leading without authority. And we even have some time for questions or maybe even comments. All right. Yeah.

**Audience member:** [Inaudible] adaptive leaders. There's -- I don't know if it's the same, but a little in between. There's the person who's not outside the system, but in the system. But they're sitting there. And they, you know, stand up and say, This is wrong.

**Bob Sprague:** Uh-huh.

**Audience member:** And they -- they're still leading, but they're not on the outside.

**Bob Sprague:** Right.

**Audience member:** You know, they know they're taking a chance --

**Bob Sprague:** Yeah.

**Audience member:** -- and they're part of the system. I think that's --

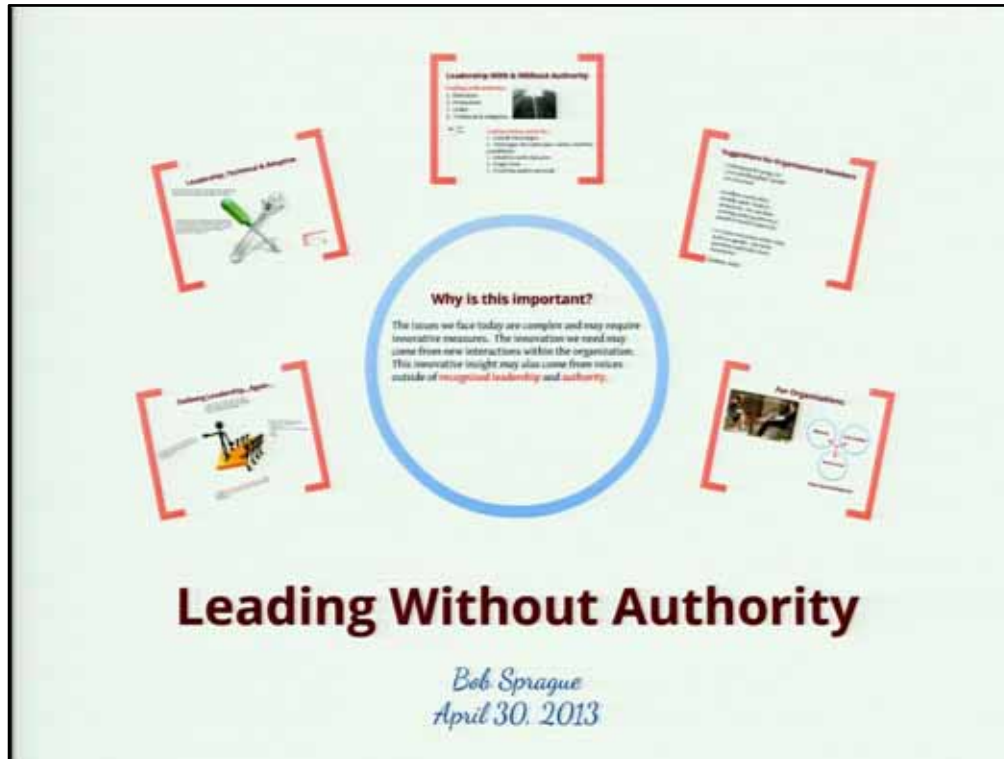
**Bob Sprague:** Right.

**Audience member:** I see that. I see people standing up and being leaders [inaudible] --

**Bob Sprague:** Right.

**Audience member:** -- but they don't have to, but they stand up.

**Bob Sprague:** Right. And that's where the mistake that people often make is, is -- is not recognizing the adaptive challenge that's present. So you have people in the room that have things to say, important things to say, but it isn't -- doesn't feel free to say them. And -- and that's -- that means you're making a decision probably too quick. All right? And -- and so, that's part of not facing that adaptive challenge. Any



other questions or comments?

**Audience member:** [Inaudible] leading without authority in an organization that doesn't value people who are without authority?

**Bob Sprague:** It gets hard. And that's why you have to have an organization that values dissent. If -- if you're an organization does not value dissent, does not evaluate, you know, a contrary word in there or doesn't value people very much, it's going to be pretty hard -- going to be pretty hard.

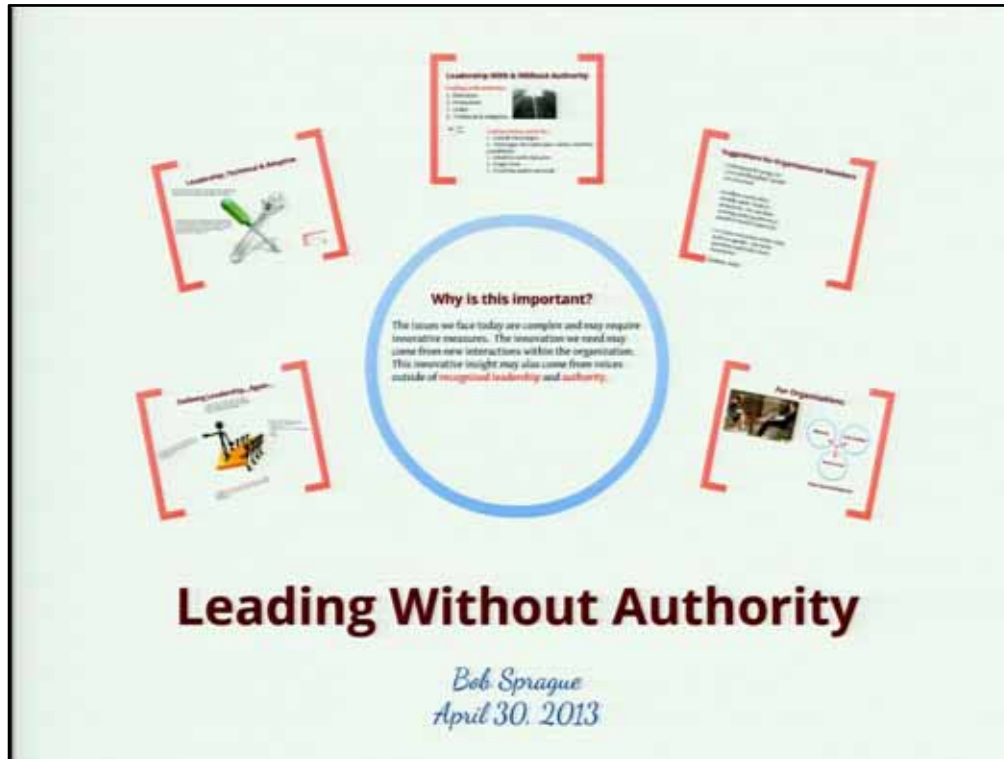
**Audience member:** What are your suggestions [inaudible]?

**Bob Sprague:** To make the organization change? I mean, you're -- you're probably not going to be able to do that, except if you do a great job at what you do and influence the place where you're at. But if -- if the organization is set that way, up here, going to be pretty hard. You'd probably end up leaving or shutting up. Those are the other two things that people do. Okay. Dissent will get expressed. It just might -- it -- they're probably going to leave the room if -- if the dissenter can't answer those two questions. Okay?

**Audience member:** What about with a situation when it's not clear cut technical, adaptive -- is that a way to put it -- test to that?

**Bob Sprague:** Okay. That's why I -- yeah, that I didn't go into it as detailed. There's some things that are both technical and adaptive. So, you had -- there's multiple stakeholders involved. But really, the decision comes back to you, as far as you making that decision. It's not necessarily a collaborative decision. So, you have to recognize that, you know what? Before I make this decision, we need to have an





airing out here. Where in that truly adaptive one, we might not even know what the problem is. And -- and you might not even be the one that needs to make it. But you might recognize that it -- it exists. Does that --

**Audience member:** Yeah.

**Bob Sprague:** -- define it a little more? Okay. Yes.

**Audience member:** [Inaudible] ask you to talk -- asking a question I was struck with. You said, earlier, one of the biggest mistakes we can make is not -- not knowing the difference. Because I think, in those cases when it's technical and adaptive, there's a bit of finesse that goes with it --

**Bob Sprague:** Absolutely.

**Audience member:** Because if you ask for people's input and then you make it the -- you know, I mean, you have to -- there's -- now, it's, like, am I willing to get the input and still make a decision that may be --

**Bob Sprague:** Yeah.

**Audience member:** -- you know, contraindicated to what they want.

**Bob Sprague:** Yes.

**Audience member:** Yeah, it's definitely --

**Bob Sprague:** This -- this issue of adaptive leadership is a discussion all by itself. It really is. In terms of how you manage the -- the tension that exists, when you're in an adaptive problem. Yeah. Well, it's top of the hour. And I think that's the official time to end. And I'll hang out here, if you want to talk some more. All right? [Applause]