CrossMark
← click for updates

SKILLS THAT MATTER AND WILL LAST A LIFETIME

Robert W. Service[1]† --- James P. Reburn[2]
[1,2]Samford University, United States

ABSTRACT

Much of the academic and popular press is correctly stressing the need for students to obtain STEM (Science, Technology, Engineering and Math) degrees to meet shortages as well as for the good of societal advancement. To those ends, you will find an extension that details attributes that most executives are looking for in new hires. Detailing the individual contribution needs works well as a foundation to realizing that executive replacement demands people who are technical, but can build and keep relationships as they co-create a new future through humanistic understandings. This manuscript is prescriptive and descriptive through identifying and addressing: 1) what are key issues surrounding reality, and becoming and remaining an "in reality" relational leader? 2) what are emotional intellect concerns and implications for relational leaders? 3) What is communication and how can we improve it in light of the abundance of technology available? 4) What is a people person; and what are prescripts useful in teaching, measuring and enhancing people person skills? It is clear that most fail at higher levels because they pay attention to issues that are not critical to their success. The chief intent of this article is to help rectify that by guiding readers toward preparing themselves for expanded managerial and leadership roles.

Keywords: STEM degrees, Soft skills, Management skills.

Contribution/ Originality

This study contributes to the existing literature related to STEM (Science, Technology, Engineering, Math) degrees. Most studies call for more STEM degrees and stress the value of hard math and science skills. This article specifies soft skills that are required for STEM graduates to become organizational managers and leaders.

1. INTRODUCTION

Experiences many encounter in academia and commerce, manifest itself all too often with IS professionals, accountants and engineers, and other "techies" that can calculate and talk in acronyms. Yet, these technical sorts often have a hard time picking up subtle hints and relating to non-technical constituents: employees, customers and others (Service, 2005a; Service and Guess, 2015). This manuscript is in response to many of those highly educated STEM graduates who have ask; how can I better relate to sales people and others who do not have my particular brand of STEM education? Most often, the reason for that question is the desire to move into management and leadership (Service and Lockamy, 2008).

Communication are made quicker and easier by technology with the spread of Twitter, Facebook, Instagram, text and instant messaging, and others tools. Thusly, it would seem that with all of the social media in our completely connected 24X7 available world, it would be getting easier and easier to relate and really communicate. Perhaps the key is that communication is beyond data, facts and information; real communication requires mutual

understanding. Telling is not communicating. Yet, the more sophisticated and technological our society gets, the more personal our communications must become to be of value in building secure long-term business collaborative relationships (Service and Cockerham, 2007; Service and McEwen, 2015). Perhaps that is because it is becoming rare indeed to find someone who knows the technical side, but can communicate with "we" mere mortals. We combine concepts of dealing with and in reality, properly using emotions and communicating effectively in order to become and remaining a relations building people person.

2. "THE REALITY QUOTIENT" RQ

The reader of these pages in future years should realize how dense and baffling is the veil of the Unknown. Now in the full light of the after-time it is easy to see where we were ignorant or too much alarmed, where we were careless or clumsy (Churchill, 1949).

The road to management or leadership improvement will be almost impossible without a healthy awareness of reality about self, others, and situations. We are defining RQ as a type of intellect, along the lines of the IQ and EQ, as a measure of one's ability to define, refine and use reality as a tool for leadership (Service, 2009b). Start by asking if your leadership is applicable in real-life situations? It is good to be assured and confident in your quest for leadership improvement, but do not forget that there is a fine line between arrogance and confidence. Start by realistically thinking about *might*, *can*, *want*, *ought* and *need* as they relate to the reality of you as a leader (Service, 2009b).

2.1. The Might, Can, Want, Ought, *Need* Questions

The strategic road toward more and more effectiveness as a manager/leader can be much simpler than most people want to believe. It starts with the understanding of *might*. When you reach a realistic understanding of what you *might* do in life, reality can dash dreams. There is simply not a market for many things we all love to do. Make sure it is something others want before you seek to do it: that is the *might* part. Many things are doable with super efforts and unusual approaches, but often those things do not produce value for society, so you cannot do them for a living.

What you *can* do is frequently limited by natural or inherited traits. Physically and/or mentally, you must meet the most basic requirements demanded by the specific vocation or avocation. Many people *can* learn to do something well enough to enjoy it or be relatively good at it, but still not perform well enough to make a living at it. Through effort, many people could earn a spot on a junior high school tennis team. Fewer could qualify at the high-school level, and even fewer at the collegiate level. The percentage that could succeed at the pro level is miniscule. So it is with leadership, we all *can* do it at some level, but not that many of us will ever succeed in the C-Suite. Being honest about yourself involves appropriate self-esteem. Having false expectations is a ticket to disappointment and failure.

We come next to the *want* part. Be aware that in reality you will be the same after you earned a coveted position as you were before. So being able to live comfortably with yourself before predicts how you will feel after you arrive. It is better to want to do something than to want to get something or a title. If you want to be a leader or executive simply for the title, forget it. If you want to lead to accomplish, then go for it if it is something that you *ought* to do—legally and morally. But, most important of all is this something that *needs to be done* and needs to be done by you?

So far, we have discussed "your" reality and your life's desires. Indeed, all improvements start with self-improvements. However, in the case of a leader it must extend beyond your personal understanding of your reality and go to the reality of situations and others. Winston Churchill, Ronald Reagan, and Rudy Giuliani all demonstrated some level of reality thinking that was ahead of what others were thinking. Winston Churchill was years ahead of others in his predictions about the dangers of Nazi Germany and Hitler. He was also ahead of the

curve when he coined the phrase "The Iron Curtain." Similarly, Ronald Reagan understood that Communism was an evil empire, and indeed America had the ability to out-produce it. Rudy Giuliani's leadership in the aftermath of 9/11 was due to his ability to see the terrorist attack as reality and move ahead in repairing the lives of his city and its inhabitants. In the realm of commerce, Jack Welch had the ability to understand future needs, as did Louis Gerstner of IBM. They had the ability to understand reality and move their followers in that direction. Steve Jobs of Apple saw the reality of widespread computer use before others. We cannot really name who will show they predicted reality as it was developing until some times after the predictions (Service and Arnott, 2006; Gladwell, 2008; Mendenhall *et al.*, 2008; Li, 2010; Friedman and Mandelbaum, 2011; Thornton, 2012). Leaders are good at interpreting reality and making it something followers can get behind. Great leaders have exhibited the Stockdale Paradox: They confronted the brutal facts, but believed they would prevail in the end (Collins, 2001).

"It can hardly be believed that there are so many manufacturers and businessmen who are blind to the new ear of business (Montgomery, 1911)." This statement from over a hundred years ago reminds us that there has always been a shortage of reality among leaders.

2.2. Reality-More Complicated than it Appears

People are simply incapable of understanding total reality. Two preconceptions contribute to this: 1) "the" reality is mostly complicated hindsight; and 2) we are all biased (Dobelli, 2013). Following are just a sampling of the complexities of the cultural subsystems within which we exist:

    1) The ecological systems-includes all aspects of the physical environments.

    2) Normal subsistence methods systems-shows how people make a living.

    3) Cultural manmade, psychological and sociological systems-interactive and individual life.

    4) Social systems-interactions, roles, and laws.

    5) Projective aspects-includes myths, fantasies, and religion.

We see other environmental descriptions of ecosystems; demographic classifications; economic, cultural, political, legal, competitive, family, and organizational cultures. These views overlap with the five cultural subsystems above, allowing for many combinations and permutations of complexity in forming a realistic view of our worlds. If you want to lead, you must reach an understanding of the reality that is developing in the environment in which you intend to lead (Service and Carson, 2010).

The complexity of interpretations of reality, the implications and interactions of different people and situations can produce an imbalance and inappropriate actions that limit a leader's ability to lead. View these fits between the leader and the environment in light of the leader's ability to understand the reality of the followers. Increasing your reality defining ability requires: 1) more information, and 2) the wisdom to interpret and use information (Service, 2009a;2009b).

2.3. The Dimensions of RQ and Improvements

I have read and believe that it is true that a schoolboy today knows more than Sir Isaac Newton knew; and that same schoolboy can find out more about anything than anyone could just 10 years ago!

The four dimensions of reality are: 1) your personal self-assessment and orientation, 2) your ability to understand accurately how others perceive you, 3) your ability to read your current situation, and 4) your ability to perceive the direction of larger environments.

Effective manager/leaders want to help others in their learning journey. They start with themselves and understand that to be successful any leader must be able to:

- Learn from all people and all situations
- Cope with the abstract, obscure, and cryptic
- Handle conflicts of human interaction-read others: understand what motivates you and others

- Know what's important and what's urgent-what to pay attention to and focus on
- Adjust and adapt when you have no choice
- Recognize the esoteric nature of leading into the unknown, not just managing the known.

A leader/manger must understand these complexities and make them meaningful and applicable to them as a leader and to their followers in their environment (Service, 2005c; Corbin and Strauss, 2008).

Often it is clear to others what lessons someone needs to learn and it is normally not in any book. However, if anyone is incapable of reading and applying what is in most of the modern self-help books or college texts, normally there is little hope they will advance anyway (McGraw, 1999;2000). Many leadership improvement prescripts are hard to define, and require judgment and wisdom for effective application. It is beyond knowing things; it is being able to apply them (Sternberg, 1996; Sternberg, 2003; Sternberg and Grigorenko, 2006; Brooks, 2011; Hall, 2011).

Continue to work on your checklist of new knowledge, skills, abilities, experiences, and credentials, but realize they are no simple keys to reality. Low reality leaders:

1. are inexperienced - know much yet can apply little - can't handle the truth
2. think wishing makes it so - don't care to learn - don't know what they don't know
3. blame versus take the blame - ask for rather than seek on their own
4. never have been confronted in a meaningful way - confuse desire with being ready
5. know versus understand they've got much to learn - think remembering is learning
6. think facts are all there is to a situation - think telling is communication
7. see talking as thinking or listening - believe their own hype - think policies negate people
8. favor measurable over meaningful - prefer appearance over substance
9. use a TQM function over quality - prefer efficiency over effectiveness
10. stress what's politically correct rather than ethically correct - prefer legal over right
11. blame versus change - give the responsibility instead of taking the responsibility
12. see obsession as good or bad (it's both) - think optimism beats pessimism (reality beats either)
13. view self-esteem as coming from others - believe success is a matter of luck
14. assume they know leadership—but some just don't get it and never will (Service and Arnott, 2006; Cohen, 2010; Yukl, 2013).

To comprehend something about yourself, change it. Talents and gifts are not enough. The successful leader needs experience and exposure to situations that force them to make choices in an environment full of opportunities and dangers. You will not be successful unless you learn to become enthusiastic about things most people are not interested in.

2.4. Strengths and Weaknesses Identified with Effective RQ

Over the last 50 years we have studied, practiced leadership and management outside of academia, taught, consulted and researched those two topics, publishing over a 1,000,000 words on those and related topics (partially recounted in Service *et al.* (2014). We note those experiences here not to impress, but to assure that the reader knows, we are serious life-long learners and teachers in those areas. In our work we use research based articles, books, popular press accounts, experience, our own empirical studies and more in order to identify traits and characteristics that show how to enhance leadership and management (Service and Service and others all dates). Findings related to reality will be presented in the next section so that you can identify your own strengths and weaknesses and use that knowledge to manage and lead even better.

We note traits, characteristics or behaviors as precepts, for want of a more complete term; and we categorize precepts as natural or nurtured. Then within those identified categories we note a precept as strength or weakness. We differentiate along the lines of nature and nurture in order to identify "things" that are more controllable than others. Those that are IDed as natural are established early in life and not likely to be changed. Whereas, nurtured

notes something that is established later in life and more subject to change. When you mix the nature and the nurture with strength or weakness you can envision using our max-min principle. That is, maximize those natural and nurtured good things and minimize those nurtured and natural bad items. Then you can see that you can deflect a natural bad with a nurtured or natural good. For the more nurtured (learned) items, one can focus on changing the more controllable ones: maximize or minimize depending. Later in this article, we will get to Models that give those precept guides and improvement choices in a more complete picture. In the meantime, as you read do not get stagnated on the strictness of what is really under your control and what is not: nature or nurture, of course everything is both. Think, every single thing in the world is easier for some than others and few things are impossible for most of us.

2.5. RQ Precepts

The most commonly cited "natural" good trait is, "a born realist." Bud Anderson said of Chuck Yeager: "If he is a little cocky about his abilities, that's okay with me. It's not bragging if you can back it up (Yeager and Leerhsen, 1988)." Jack Welch said, "The most important quality of leadership is the capacity to see the world as it actually is, not as you would like it to be (Tracy, 2002)." People who have a relatively natural strength about reality are realistic about themselves, others, and situations (Tracy, 2010; Yukl, 2013).

The major problem we see with self-realism is that we just do not think too straight when we are contemplating ourselves. A natural realism strength is appropriate and balanced self-esteem. This useful self-esteem is positive only if it is supported by reality.

Yes, these *reported and witnessed* natural strengths do have a definite nurture component. However, by the time you can practice nurtured traits they are often "naturally" in your personality.

The first natural weakness, trait (if you would), is an inflated ego. This has to be a part of the sense making that individuals must do in order to live in an imperfect world.

The opposite of inflated ego is a poor self-image. A poor self-image often has more of a proximate cause in someone's demise as a leader, while an inflated ego is normally the ultimate cause of demise. We are classifying this as a natural weakness because the evidence from mental health studies indicates that there may be a gene for self-image for rarely do we see one person in a family that has, for example, depression (Pinker, 2002).

The inability to interpret reality from obvious information is another weakness. The Internet has supplied leaders with more information than they need. So finding information is no longer the challenge. The key is the wisdom to sift information useful in defining reality.

A leader who has an unrealistically high self-perception often tries to bluff his followers. Bluffing and bullying often go hand in hand; but bluffing used to make others think highly of you because you appear to think highly of yourself is bunk. Think about this: "Rationalizations are more important than sex. . . . Have you ever gone a week without a rationalization (Pinker, 2002)?"

Inclusiveness is a strength that many feel they have developed. "Include everyone in everything" has become a mantra in the writings of Tom Peters of *In Search of Excellence* fame (Peters and Waterman, 1982; Peters, 2003). This is good advice for leaders, because by exhibiting inclusiveness you share the responsibility for decisions. Faking inclusiveness on decisions can backfire and destroy credibility.

Objectivity is strength that many think they have, but few really have. Each of us *thinks* we are objective, but we are simply being objective based on our determination. We think differently because we are made (nature) and socialized (nurture) differently. The leader who attempts to be totally objective will try to lead people in all different directions. Leadership is taking a group of people in a singular direction. Understanding your own lack of total objectivity is being "rationally" objective (Banerjee and Duflo, 2011; Allik, 2013).

A leader who can see how the future will look, given likely scenarios, is going to come out ahead. Picture a future state in your mind for yourself and visualize what it will be like. Leaders must ultimately put their

visualizations in a form that their followers can see as a guiding light to reaching the common purposes of the leader. "Visionary" does describe a desirable leader trait you can develop. Envisioning is a skill that can be developed to serve you well. Envisioning is a step beyond visioning toward picturing in your mind's eye (Isaacson, 2007).

Consensus outside your normal comfort zone is a developed skill that leaders use to increase effectiveness. It is easy to be able to work with a consensus you have engineered, but it is much more important to be able to build and handle consensus when the concept is "not invented" by you (Rumsfeld, 2013).

One of the more common reality weaknesses many seemed to have honed is the constriction caused by the models and frames we use to view our worlds. Our frames, models, modes, filters, or ways we view the world create traps into which we fall (Dorner, 1996; Dobelli, 2013). Understand these world-views traps under your normal reframing constraints.

A natural weakness can be witnessed when we see people who simply cannot reframe their views. This is largely caused by normal biases and worldviews that we all have, and some that are specific to each individual. Know your normal biases that prevent you from reframing new issues. Become familiar with the following and realize when they are influencing your decision-making:

- Following sunk cost to the end.
- Deciding without knowing the "why."
- Having preferences for confirming evidence.
- Framing errors-we frame/reframe for advantage.
- Developing poor forecast and estimates-extremes, recent, preferences, etc. get attention.
- Tending to be either over- or under-confident-appropriate is key.
- Preferring approaches on the safe side.
- Succumbing to the strong pull of status quo has a strong pull.
- Remaining frozen by too many choices.
- Justifying failures and congratulating "our" successes.
- Attributing success to hard work and others' success to luck.
- Pleading mathematical ignorance.

The biases lesson is we do not describe the world we see; we see the world we describe. Our lens on the world are not perfect.

Leaders demonstrate that unfounded pessimism is a nurtured weakness as is unfounded optimism. Thinking does not make it so. Facts make it so!

Lastly, we see leaders with their reality based on seeking consensus in all decision-making. It seems they prefer consensus simply for consensus' sake! They fail to realize that consensus on the wrong things is more dangerous than dissention. When you are in a meeting and everyone agrees quickly, say, "Let's adjourn and come back together when we come up with some varied opinions."

2.6. Doing Something about your RQ

After we discuss the requirements for emotional and communicational requirements for relational leaders we will ask that you identify what you feel is under your control and what you feel is not. The basic skills of identifying, limiting distractions, studying and learning, then relearning, and using newfound skills of RQ will serve you well. Never confuse cannot with will not. Read on and when we get to the Models we'll bring it all back together. Regardless, act at some point and remember as Churchill said in his volumes on the Second World War: "To wait till everything was ready was probably to wait till all was too late (1949: VI, p. 203)."

3. EMOTIONAL INTELLECT-AS EQ

To avoid criticism, stand still and do nothing; avoid all difficult situations and uncomfortable moments, and then there will be nothing to criticize about you, because you will be nothing. On the other hand, you can guarantee criticism by taking nobody's advice or taking everyone's advice. The real you is revealed by how you balance these choices.

Thanks to Daniel Goleman EQ is a well-known term. After Goleman's EQ people began to understand that IQ (as often measured by standard tests) was only one relatively small part of success and that a much larger factor was an amalgamation of competencies labelled EQ. The components of EQ are: 1) self-awareness, 2) self-regulation, 3) motivation, 4) empathy, and 5) social skills (Goleman, 1998). Bradberry and Greaves (2009) work is a newer version of putting EQ to work for you (2014, *WSJ* top ten seller).

In another best-selling leadership book, *Good to Great* Collins proclaimed that, "The good-to-great companies faced just as much adversity as the comparison companies, but responded to that adversity differently (2001: p. 88)." One of the basic assumptions about leadership is that *companies* do not face adversity, *people* do. The response of people in leadership positions determines success. Collins discounts charisma and self-centered leadership and points instead to those who are adept at handling their followers' emotions.

"'Emotional intelligence' refers to *the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships* (Goleman, 1998)." EQ is not being nice or letting it all hang out, and not necessarily related to IQ. It comes from a different part of the brain than rational or logical thoughts. It is the leader's "outer self," which has been called social aptitude and dexterity. It is the ability to regulate outburst and kindness, expressiveness and other emotions.

The leader who cannot understand their own emotions or those of others has little chance of succeeding as a leadership. Humans are the only species known to have feelings about their emotions, and emotions about their feelings, and so on, into infinity. Furthermore, a striking similarity exists among the emotions in the many historical societies that have been researched (Elmer, 2002; Earley *et al.*, 2006; Crowne, 2013). Fundamentally, everyone in these varied societies have the same fears, loves, hates, humors, and facial expressions. They all participated in the same kind of bargaining, valuing, fear and mourning of death, sneers, loathing, sexual desires and no-no's, fear of taboos, and a search for meaning and understanding of their world and themselves.

Emotional intelligence resides deep in the developmental scheme of human existence. All animals exhibit some level of emotional intellect, exemplified as they react quickly to danger, cower to a stronger animal, or use many forms of bluff. In humans, the emotions are more developed and intermingled with our IQ, which allows us to control our emotional response.

It seems that facts often get in the way of emotions, and "our" facts are excuses used to justify feelings. Logic is not as commonplace as you might think. Decision-making is so highly based in emotions that it makes us wonder why we even worry with trying to use logic. Witness the number of corporate buyouts that go bad, and the number of change initiatives that do not work as planned.

Successful leaders have internal locus of control versus an external (Hersey *et al.*, 2013). An internal locus of control says you feel that you are in control of yourself and your future. Sure, you realize that there is some level of luck. However, for the most part it is "smart luck" that leads to success. Relatedly, failure sucks, but instructs: failure is the most lasting of feedback.

Acting emotionally rather than logically would mean that feelings have overcome reason. However, who is to say what reason is? When you realize that the purpose of emotions is to protect us at the most basic levels of danger, maybe the most reasonable thing is to go with emotions versus so-called reason? We are the amalgam of all that we have learned in our life experiences. We have a dilemma between the logical self and the emotional self.

EQ is more than natural traits it is about balancing logic and reason with emotion and reaction. Humans have the ability to use reason and to think long-term, but few of us choose to do exercise those options. Do you really

think we marry, go to college, buy a car, discipline our children, miss-behave at work, and so on more with logic than emotion?   Watch when small kids get hurt and note that when they are hurt badly, their reaction is most often not as bad as when it's a small embarrassing injury.

Most failures we see in management and leadership are not failures of intellect, but the results of emotional impairment. "At best, IQ contributes about 20 percent to the factors that determine life success, which leaves 80 percent to other forces . . . from social class to luck (Goleman, 1995)."

It is almost humanly impossible to separate out the effects of nurture from nature. Moreover, genetic propensities or heritable traits are not perfectly duplicated. If heritability were perfect, identical twins would always be thinking, acting, and feeling the same. Research indicates the similarities approach 75% (Sternberg, 1996; Pinker, 2002; Sternberg, 2003; Sternberg and Grigorenko, 2006).

Personality is an area generally regarded as predominantly inherited. Thus, personality disorders are nearly impossible to modify appreciably. Regardless, personality is definitely an overriding influence on EQ regardless of its nature or nurture determinant. Note that personality varies in five major areas, labelled "The Big Five Personality Traits (OCEAN)" of personality: O) Openness-curious to uncurious. C) Conscientiousness-conscientious to non-conscientious. **E**) Extroversion-introvert to extrovert-internal vs external locus of control. **A**) Agreeableness- dis-agreeable to agreeable. **N**) Narcissism-self to other focused: fear, anger, guilt or otherwise (not aware of these personality schemas? Do some research).

3.1. EQ Precepts

Truly gifted leaders know how to use the heart and the head to motivate, guide, inspire, persuade, and create a synergistic attitude about organizational accomplishment (Goleman, 1995; Goleman, 1998). They do this first by having emotional self-awareness based on an accurate self-assessment. They are confident but do not take themselves too seriously. These great leaders seem to exude a commanding presence and style of emotional awareness.

Closely akin to emotional self-awareness is the ability to control your emotions. This awareness and control is partly learned and partly inborn.

Sensing others' emotions requires focused effort that seems to come more naturally to many. Commit to paying attention to others. Look and listen closely for emotional cues in what people say and do: know whom and how to ask, tell, consult, sell or otherwise!

A final trait that we are listing as a natural strength is entrepreneurial innovativeness. Some people are better equipped emotionally to step outside their norms and look at things differently and change their actions to meet their newly gained awareness. These people can adjust, adapt, or point others in new directions: they can handle failure!

Sadly, a mostly natural weakness in EQ is the inability to keep your head when others are losing theirs; exhibiting uncontrollable and destructive emotions that lead to emotional irrationality.

Lack of trust destroys a leader.   This weakness of being untrustworthy when not being watched is often reported as an inherited weakness. We are not sure it is a natural trait; perhaps a gene will be identified that indicates a propensity for this untrustworthiness. Many researchers are beginning to think that there are "criminal" genes (Pinker, 2002; Hall, 2011).

Disruptive emotional reactions to life's insignificant changes show a certain level of "genetic" propensity for handling change well or not handling it well. Inability to adapt emotionally is one of the primary factors that determine why many cannot lead others into change. Moodiness that is inappropriate to the situation or the emotions of others is a poor trait to exhibit.

Emotional laziness is common. Many people have trouble firing up about anything. Too many say, "I can't get into it unless it is something I love." That is not enough in the world of organizations. Often the problem is not the "idea," it was the lack of applied emotional strength.

One of the most often reported and witnessed nurtured strengths in EQ is emotional maturity. This is a complex and difficult-to-measure trait, though we would bet that most of us know when someone has it and when they do not. It includes knowing your preferences and limitations, but it includes being able to adjust beyond those limitations. Emotional maturity is most often a matter of time and exposure: so expose yourself!

Managing your impulses and normal reactions through reframing, means knowing when and how to challenge tactfully, using your sense of humor and being enthusiastic about challenges. Reframe how you see your challenges to others.

Another area where we see people excel emotionally is through their emotional attachment to success: valuating. Successful people are emotional about their drive and desire to do the things necessary to be successful. They plan and work for success. They watch and listen for things they can do to improve themselves as leaders and as people whom others will want to follow.

Influencing others' emotions with cultural astuteness: experience in this area is most often something you get *after* you need it! Americans are stereotyped as rich, brash, loud know-it-alls. Yes, many of these stereotypes are true in part because we do have a lot to be proud of as Americans. Our educational, military, and economic might are unprecedented in world history. Even the poorest among those in the U.S. would be affluent in the majority of the 200 other countries in the world. Confidence and pride are great; cockiness and bragging are not. This does not mean that we have to totally understand other cultures or be a part of them. It simply means that we must seek to understand where other cultures are coming from and not try to impose our cultural standards on others (Crowne, 2013). We generally know the correct standard, but the huge mistake is to assume that all standards are like ours (Zander and Zander, 2000; Bardi and Guerra, 2011; Service and White, 2012).

Conflict and change avoidance are generally developed weaknesses. So many people just don't like conflict, mostly because so many simply don't know how to handle it. We ourselves have improved in these areas simply because we realize they are among our many weaknesses.

Lack of awareness of cultural issues is becoming one area that successful leaders with this problem must change or fail. Without world cultural awareness, few will remain a leader of enterprises in the future (Livermore, 2010; Matsumoto and Hwang, 2012).

Do not like to persuade others: the art of persuasion bodes well for leader and managers. It is not enough to have ideas if you want to be a leader; you must convince others that you have ideas and that it is to their advantage to help you get those ideas implemented.

Emotional attachment blinds many who cannot see the positives or negatives of others. This blindness can be hate or love, disliking or liking; but the effect can be devastating.

3.2. Doing Something about EQ!

You must practice improving your EQ by outwardly expressing your emotions, not just saying you have a handle on your EQ. A psychological truism is that behavioral change often precludes attitudinal change (look it up and learn something new!). Dwelling on the negatives insures you will stay where you are.

We have observed four things when people evaluate their strengths and weaknesses in EQ.
1) Others do not always agree with our self-assessment of our strengths and weakness.
2) Others normally think that a lot more of your traits are on the controllable side than you do.
3) Many have a negative trait that they potentially could control but they feel they cannot.
4) Most people are more emotional than they appear to others (Maslow, 1970; Gwartney and Stroup, 1993).

When you review our Models and ID areas of concern, start by checking your evaluations with some trusted people. Then, come up with a strategy to address how you can work to improve those things identified as "under your control" in order to offset negative effects of factors over which you are relatively sure you have no control. Remember, that with all habits, characteristics, and or so on, you can get three views.

1) First is the real or totally objective view: humans do not know reality!
2) Second the perceived-as-each-individual-sees-it view: our reality.
3) Thirdly, regardless of perceptions, everything will eventually play out as events get enacted within given circumstances (McGraw, 1999).

The key is to make perceptions as near reality as possible but with an understanding that perceptions are in fact reality for the perceiver!

4. CQ: THE COMMUNICATIONS QUOTIENT

To improve your leadership communication, move from directing to connecting.

Communicating with followers through many different forms and media separates successful from failed leaders. Communication is the backbone of leadership. Leaders do not communicate because they *think* they do, they communicate because the receiver connects with the intended message. Anything short of shared understanding, is not communication (Mintzberg, 2004;2009). Remember that competent hearers are most often also competent speakers.

We all too often react to a message as if it is all the sender knows. We as educators know that there is more to every situation, but addressing one segment does not mean we do not know about others. This tactic of deflection occurs when the receiver has no logical objection to what one says but has a moral objection: do not do it or let your distracters get away with it!

Your effectiveness and competence as a leader is seriously impeded by poor communication which can be signaled by subtle use of language. For instance, STEM educated individuals must particularly cognizant of when it is appropriate to use acronyms as well as when it is not appropriate to use of acronyms. For example, for an accountant talking to a fellow accountant using the acronym GAAP (pronounced "gap") to refer to generally accepted accounting principles is perfectly acceptable and expected. A potential new hire for an accounting position that did not know the meaning of GAAP would be a serious red flag. On the other hand, using the acronym DIG to refer to the Derivatives Implementation Group to either fellow accountants or other business professionals is likely not to be understood. Your use of this acronym with those outside the normal circle of users is not effectively communicating as it is likely to come across as obfuscating or puffing.

4.1. Organizational Management and Leadership Start and End as Communication

Overall purposes of leadership revolve around getting and keeping shared commitment on the part of all organizational members, directed toward accomplishing shared visions. These principles cannot effectively be met without effective communication. The chief intent of this article is to help the readers prepare themselves for expanded managerial and leadership roles. In fact, most individuals who fail at higher levels do so because they pay attention to issues that are not critical to their success: weren't told, didn't see, did not ask-communicate?

Attention, selection, and distinctive solutions are key success factors for an organization's top management team. Communication makes these things reality. Communicating effectively with those who speak different functional languages such as Human Resources, Research and Development, Information Systems, finance, legal, accounting, tax, auditing, and TQM is a must.

Information Systems and Information Technology (IS/IT): An examination of successful identification and definition of problems that leads to effective decision-making is enabled by selecting the right IT/IS to use in communication. Pay particular attention to the effective organization and management of the many varied

functions, stressing decision-making and general executive competence, both of which are possible only because of communication. Regardless of where the leader starts, she must always end by analyzing the strategic interaction of all organizational departments affected by the communication. That greater purpose must override departmental or individual desires. You must analyze and address the following to improve your organizational communication effectiveness and efficiency: 1) What pushes managers/leaders to select problems, technologies, or other opportunities—human relations, knowledge, efficiency, and other operational work? 2) How can leaders insure problem and opportunity selection and solution development meet the need for increased responsiveness to customers—functionality, speed, improved geographic reach, leverage of intellect, development of leaders, more organizational learning, etc.? 3) How can selected problems and opportunities (along with the selection of their "solutions") be effectively and efficiently communicated among organizational members who can implement the needed changes?

IS/IT communication solutions that meet these overriding needs changes the very nature of most tasks, the management and leadership needs, and the relationship of department and tasks to other activities within the organization. The more technologically advanced the solution, the more disorienting the organizational change and the more need there is for effective and efficient communications. How can a leader communicate these often dislodging changes? Success is determined by selecting the right issues and communicating them to the correct people.

Competition forces all providers to obsolete their own organization's products and services as well as forcing us as individuals to refurbish our own personal knowledge, skills, and better use our abilities. If you do not make yourself and your organization obsolete, your competition will. Communicate (CQ) because people cannot reach goals they cannot realistically (RQ) and emotionally (EQ) visualize.

4.2. Technology and Communication: A Contradiction?

Communication at its core it is a description of how people transfer ideas and information to others. Communications media ranges from hand signals to the Star Wars-like feel of telepresence. However, regardless of the mode of diffusion, communication is the only way to share meaning. Most often in our modern world, technology defines how meanings are transferred. In personal and professional life, communication is a necessity and how it is done is a huge consideration. Business requires communication to sell, buy, build, rent or create; to plan, organize, control, direct and staff. Without *mutual* comprehension, we have no communications of value.

Elements of an effective corporate communication technology are:

1. A language that is clear, concise, and understandable including the use of jargon and acronyms only when mutually understood in common practice.
2. Proof of mutual meaning comprehension.
3. Media and delivery means have to be affordable and easily used.
4. Interconnectivity.
5. Proving a historical record of all communication transactions.
6. Means to evaluate the effectiveness of corporate communications.

Never forget, the foundation for successful leadership is communication and:

COMMUNICATIONS EFFECTIVENESS = a function of

the accurate alignment of sender's meaning and the receiver's understanding

DATA = Raw facts

INFORMATION = Data + Meaning

COMMUNICATIONS = Information + Mutual Understanding

LEADERSHIIP WISDOM = Communications + Proper use of Shared Meaning

To extend one of the points above, note that the first author, in 20 years of managing and leading, and 20+ years as a professor, never spoke BAL; but he remembers all too well the MVC, CLC, BNE and even BALR that got him his first management job. Likewise, the second author, never used any of his acronyms in his academic managerial duties as noted in a different light earlier in this manuscript (the preceding acronyms were actually mnemonics of Basic Assemble Language-Move Characters; Compare Logical Characters; Branch Not Equal and something about loading a register!).

Your effectiveness as a leader is measured by your ability to speak and write with clarity and conviction. Technology in and of itself is neither good nor bad related to communications. The actual use of technology makes it good or bad! Do not blame the technology, instead use it effectively! Remember, whether using technology or not, the receiver defines the clarity and the conviction!

In individual and group settings, the following 7-Cs should always be the goals of communications: 1) Completeness; 2) Conciseness; 3) Consideration; 4) Concreteness; 5) Clarity; 6) Courtesy; and 7) Correctness. The communicating leader should begin by analyzing the topic's purpose as it relates to the audience for which it is intended (Mintzberg, 2004;2009). Let the receivers define your forms (context), not your purpose (content). Next, identify if your objective is to sell, convince, generate enthusiasm, clear the air, negotiate, problem-solve, get support for a proposition or simply to state a view. Then identify the key people in your audience and what they need; their cultural specifics and hot buttons really are not necessarily just what you want. From these items, prepare an outline of your message. Start with an introduction, support for your idea, and build up to a conclusion, which is based on proper research and logic. Always start by formulating the basic question you want to answer with your speech (or in a performance review) and then research it before you fully determine the answer you would like to give your audience.

Use listener-centered communication in all speeches and: 1) Fire the speech writer-do it yourself; 2) Be prepared; 3) Be brief; 4) Be bright; 5) Be interesting; 6) Be gone-be seated. Optimism and enthusiasm are contagious. Recall that Harry Truman entered the White House the worst Presidential speaker, and left one of the best. His advice was to tell them what you are going to tell them, tell them and then tell them what you told them.

Dressed for success, use good posture, mold delivery, and write and rehearse your speeches. Leaders continue to use their voice throughout their careers, so train yourself early. To foster open and smooth communications follow these steps:

- Build trust by being trustworthy—strong relations.
- Commit to sharing ideas through interactively being open and direct.
- Encourage expression of contradictory views.
- Keep your boss informed.
- Practice what you preach.
- Use staff meetings and bulletin boards to inform, not for CYA.
- Do not shoot the messenger.
- Return e-mail, mail, calls, visits, etc.
- Be a scribe.
- Be as open as possible-transparency should rule.
- No surprises—internal and external scanning.
- Listen "actively" to yourself and others requires:
    - ✓ Hearing—first seek to understand—look interested
    - ✓ Interpreting—it may just be a presenting complaint so paraphrase back what you heard
    - ✓ Understanding—from their perspective, not yours
    - ✓ Not interrupting—if you do, do so only to clarify your understanding
    - ✓ Responding—do NOT focus on what you will say

o   focus on what someone else is saying

o   summarize what they have said

We try to repeat to ourselves mentally what we just heard when we really need to be attentive. Speaking and listening both can be improved if you start by defining the problem over the presenting complaint; then work to discover, identify and evaluate alternatives. Then select an approach and go for it. After the fact, evaluate and revise.

4.3. Communication Intellect as CQ Precepts

Precepts are ideas, theories or practices that can be used as guides. We often think of people as effective in their speech or public speaking when they present their thoughts with clarity and conviction. This talent is exhibited early on and what sets someone on the path of improving forms of speaking is a major contributor to their leadership style. Churchill and Hitler, among many others showed this could be developed with enough work though we are labeling it a natural strength.

Listening: An inclusive listener shows they are focused on what someone else has to say, not on what they want to say. When someone is a good listener, you can feel it. They are paying attention to you and clarifying what you mean, not what they want to make of what you mean.

A third trait leaders' display in communication is that of being outgoing, expressive, enthusiastic, and passionate: this may not be all natural, but is certainly established early in life and hard to change. We have all met someone who has had a profound effect on our lives. They communicate not just with choice of words but with an outgoing expressiveness that makes us feel that the person passionately believes what they are telling us. Passion and enthusiasm for a topic are often more important than the technical correctness of the solution.

The final trait that many feel and report as natural is a genuine, humble honesty or expressed humility.   In the summer of 2015's U.S. Presidential race, we see bluntness and trustworthiness and how they are playing out. These current examples say that anything can be used too much or too little.   Trump seems genuine but not humble; Hillary seems . . . but not honest? Faking these areas is dangerous.

 A bad natural weakness in the area of communications shows when the leader exhibits a judgmental tone, lacking empathy or understanding; lacking openness or directness. Tell followers what they need to know, good *and* bad.

A second natural bad trait is clarity of speech often noted by accent, pitch, level, slang, or dialect. Try not looking at a talk show and just listening and you'll notice the droning on of the incessant talking and it will drive you   crazy.
A third trait that many categorize as a natural negative is mannerisms. Get someone you really trust to watch you and tell you of any mannerisms that take away from your effectiveness. Use some expression but balance is the key.

The last natural negative trait we have identified is poor timing and sometimes it almost appears on purpose. Here are some examples: "Mexico is sending us their rapist . . . I'd rather have heroes that weren't captured. He acquitted Willie Horton. He was born with a silver spoon in his mouth. It's the economy, stupid. Read my lips. I didn't have sex with that woman (if you don't' know these quotes look them up."

This group of CQ strengths seem easy to identify for we all know people who have nurtured their communications abilities and communicate an air of leadership that touches others as they pass by in daily life. Remember the saying: "What you do speaks so loudly I can't hear what you say."
The first trait we see exemplified and nurtured here is an ability to fit in socially. Yes, social skills exemplified by one's understanding of appropriateness, balance and fit are important.

The second trait we include as a nurtured strength is writing and consequently reading as a nurtured communications skill. If you truly want to listen to what others have to say for learning, you must read so you will

have a basis for understanding. TV and radio or personal conversations are just a small part of listening and communicating.

A third trait most of us fear is public speaking, which we include under the title making a Presentation. The two greatest fears are death and public speaking, and you can cure one of them! Management and leadership requires you to make presentations. Watch nonverbal communications as well as verbal. Lastly, use visual aids effectively and sparingly. We know too many people who turn over their speeches to PowerPoint (or whatever tech) and that is a mistake.

The last trait that is clearly a nurtured strength is thinking and responding on your feet. We have all seen facilitators who can balance formality and informality and just cannot be rattled. These people seem always prepared in a large part because they are. Learn to do this if you want to be a good leader: think preparation, preparation, preparation . . . .

Nonverbal communications such as posture, expression, and movements are most often more important than what is being said and they are without a doubt mostly learned. Witness the posture of some of the 2016 U.S. Presidential candidates and notice how it plays in the election. How often have you watched someone talk and just could not hear them because of some facial expressions or other visual distraction? Nonverbal cues are often more important than what is said.

A second trait that many seem to perfect is a style that stifles communications. If we could encourage those who communicate with us, we would be able to understand the world as others see it and not as we see it. It seems the desire of many to be heard is so strong that it overcomes all else.

The next cultivated communications problem we see is poor user of technology for communications. Again, technology is neither good nor bad, it is how we use it that makes that distinction. Technology cannot replace other forms of communications, but properly used it can enhance the ability to communicate. No one should depend fully on technology for communications, but likewise no one should avoid it altogether. To really communicate to a variety of people you have to figure out their preferred way and communicate in that manner with them.

The final trait we see in this area is poor writing skills. With the spread of tech-com of all sorts we still see the continued importance of written proof, one can ill afford to be a poor writer. Here we do not mean the ability to impress with words, but the ability to put into writing what one wants others to understand. And, maybe we should always attempt to bless not to impress as we communicate? We simply cannot see how one can get to higher levels of leadership in today's world without the ability to write concisely, clearly, and convincingly.

5. THE NEXT STEP: OWN THE FUTURE-A PEOPLE PERSON (PQ)

In today's technology dependent less face-time work and play norm, one can distinguish themselves through their ability to more realistically and emotionally communicate in a manner that builds relationships. We all know those people we call "people, people" that never meet a stranger." These people, let others into relationships with them in a manner that is difficult to quantify, yet you feel it when it happens. We are labelling this observed ability as the People Quotient (PQ) to denote a type of emotional and brain power that can serve anyone well who wishes to lead or improve as a leader (Service and Guess, 2015). We will explore PQ as a way to bring together the percepts and distinctives of RQ, EQ and CQ. Before we get into PQ, please contemplate the following warnings from an excellent guide to success that comes highly recommended by some rather geeky economics and IS professors:

The first thing you need to understand is that most large organizations in the private sector are run by curmudgeons like me' [current authors are admitted and proud curmudgeons]: (p. 15). . . . I use the term [curmudgeon] more broadly to describe highly successful people of both genders who are inwardly grumpy about many aspects of contemporary culture, make quick and pitiless judgment about your behavior in the workplace, and don't hesitate to act on those judgments in deciding who gets promoted and who gets fired (p. 15-16). . . . [Like all

of us curmudgeons] I am perpetually ticking off things in my head about the employees I encounter, both pluses and minuses, filing them away, and when the time comes for performance reviews, those judgments shape my responses. . . . Lots of the senior people in your workplace who can help or hinder your career are closeted curmudgeons . . . closeted partly because they want to be polite, but also because they don't want to sound like geezers, old and out of touch (p. 16). . . . [Watch your demeanor] curmudgeons are hypersensitive to any vibe that you give off when told to . . . the slightest of sighs will lodge in their memory like their first kiss, only in a bad way (Murray, 2014).

Heed this warning as you work to develop and understand that high achieving leaders have a great degree of self-knowledge coupled with organizational and business acumen. However, never forget as Mark Twain said: "We do not deal much in facts when we are contemplating ourselves." We paraphrase this to remind us to never lie to our self! In the current area of concern, the self-knowledge needed results in the ability to realistically read and understand one's self, others and situations. Then to adjust words, actions, mannerisms and so on as relationships are built. This ability builds onto the RQ, EQ and CQ the described to this point. These Qs can be a clear distinctive where others know you have them as the center of your actions.

Relating is more about reading and adapting than knowing. There is a very narrow margin of normality in humanity, thus the outliers are not worthy of study. Relate to others in light of this narrowness that fits closely to human self-preservation and self-serving model. Leaders with the highest people ability adopt the Golden Rule with one slight change: "Treat others as *they* would have you treat *them."* This currently defined PQ ability is the ability to relate *with* people; it includes:

1. Relationships-relate *with* not too
2. Emotional and social skills-develop and use
3. Realistic use of poise and demeanor-keep you head
4. Teaming-when realistically appropriate
5. Facilitating others-about them not you
6. Networking-leverages relationships
7. Reading others-but don't be sure you are always right
8. Getting in reality and remaining there as things change!

In the distant past there often was a need for followers to be dependent on a leader, because followers were mostly ignorant and were given no real information, so there was a great deal of dependence. Currently we see movement towards leader-follower relations that are mutually acceptable and benefiting as the only valid leader-follower relationships. Information and power are now more equally distributed, resulting in a new model for effective leader-follower relationships.

When organizational change is required things become confusing and stressful, and everyone looks for leadership.

Around the world, the headlines state people have lost faith in their institutions and the individuals who lead them. . . . One hallmark of an optimistic people is a belief that one individual can make a difference. Yet somehow we are not as convinced as we once were, that we can each become whatever we hope to be. Effective leaders realize what people really need and want. Meeting the needs and wants, starts with providing direction though joint goals, SMART objectives, measurements and valued rewards. It continues with providing appropriate knowledge: skills, development, training and information. Then it includes provided the resources for success: a place, tools, materials and money. It ends with providing support through approval, recognition, feedback and coaching.

People want to belong (witness the rise of gangs as families vanish), and leaders with high PQ are those who are able to tap into and satisfy that need. Ask not what you want for them, but what they want and need for themselves. This requires the ability to read people: our People Quotient (PQ)!

Leadership is a fusion of work and human relations. Leaders are not leading objects; they are leading human beings with dreams and desires. Leaders need to help others better realize their potential: become more of what they are capable of becoming. It is heartbreaking that so many people die never realizing many or any of their dreams.

Start your pursuit of leadership by realizing people want leaders who want to serve. And, they want a leader who will inspire them, validate them, give them solid direction, and most importantly someone with whom they feel they have a relationship. Finally, most followers simply want a leader that values them as a person.

People can have influence over and leverage the power of others: heart and the mind. Leadership is about leveraged human influence. Humans perform actions that take care of what is important to them, serving their unique values. However, it is a critical mistake to think others value what you do as you do. High-PQ leaders avoid ambiguous directions, they limit the search for solutions, and they learn from failures. Seek to understand others first and foremost.

We humans change what we do because we *see a truth* that influences our feelings. The ultimate test of all leadership is whether it gets people to commit their energy into directions that the leader defines or refines.

The hard and the soft sides of leadership involves the heart and head, the tangibles and intangibles, content and context, process and views, and perceptions and preconceptions. However, these concepts are not dichotomous and it is hard to see what "good" is in these soft sides of leadership. Being technically perfect does not guarantee success: you have to appeal to others. So it is with leadership, especially the relating-to-people aspect. Leadership does not have to be *perfect*; it has to *fit* you, your followers and your environment.

5.1. Underlying Principles of PQ

Leadership comes from the relationships people form when they are doing things together. Don't participate and you won't lead. When you participate without understanding the other people in the organization, you have a very low PQ. Remember, that all organizations have *Social Capital*-networks of connections among people. This connectivity capital makes an organization more than a collection of individuals out to achieve their own private purposes. The collective of individuals defined as an organization must exhibit PQ so that members of the organization get and live the leader's message. Problems arise from a concentration on technical competence without serious regard for relationships, context, and process. To increase your PQ, you just must develop a strategy for investing in and exploiting your and your organization's intellectual assets, especially as they relate to PQ: understanding and respecting people.

Effective leaders see relationships in many multifaceted ways, but most importantly in light of the people involved. First define something the best it can possibly be, then add in the people as a reality check. Go outside of the normal boxes, frames, and models, and direct thinking toward developing truly innovative organizational members who have high PQs. But, do this after you know the basics that are inside the box. Real "people people" cannot laugh if they are not willing to cry, and we all must live life versus answer it to be truly fulfilled. You need to develop the willingness and desire to realize, admit, take action, measure, improve, reassess, adjust and repurpose.

Relating "with" people is the only way to attract, hire, and retain the *right* people! Facilitate people's growth and advancement; help them see that their work is important. Insuring that contributions are recognized and rewarded. And, never tolerate abusive managers or toxic environments. Listen, but mostly live the example you want. Be positively straightforward about poor performance and attitude.

Encourage others into meaningfully relationships through: 1) Connecting with mutual understanding. 2) Reflecting with "mutual" relationships. 3) Work for win, win, win . . . for all involved. 4) Generalizing about fit; understanding how they stand out. But, don't push your way into relationships.

Uncovering whom you can rely on is the key to a happy and successful life. Cultivating and nurturing good associates can help you lead. It starts with seeing people as who they are, not what we want them to be. Normally, people develop these skills early on, or they never develop them.

Interestingly it seems the American Congress of late has suffered greatly from com-tech over use which allows members to stay connected through the superficiality of technology as noted earlier in this manuscript. This seems to be precluding deep personal relationship (PQ!) building required to develop compromises on difficult key issues.

5.2. How to Start and Other Keys to PQ

The best literary place to start is by reading classics such as *The Bible*, Simon's *Model of Men* (1957), and Sloan's *My Years at General Motors* (1963); Kennedy (1987) study of the rise and fall of great powers; Lindblom (1959) science of "muddling through;" Gleick (1987) chaos theory; Kennedy (1956) *Profiles in Courage;* Shapero (1985) book on managing professional people; Reagan (1990) description of his American life; Stalk and Hout (1990) book on competing against time; and Schwarzkopf (1992) proclamation that it does not take a hero. More recently such writers as Gladwell, Sternberg, Mintzberg, Hall and Brooks have added currentness to PQ topics. The current themes revolve around *meaningful relationships* as key to accomplishment. Theories, working, and living is exemplified in all of these works and many others. We feel that fiction teaches about people and relationships versus academic studies teaching about theories and content. People and relationships, or theories and content? Your answer, tells clearly whether you are a people person or not. Why do you suppose that there is such a concentration on relationships in literary works? Perhaps because without relationships—formed by a high PQ— we could not reach meaningful goals.

5.3. Success-Start and End with Relationships

For a top personal PQ-*for an organizational PQ component*:

1. Build and treasure relationships-*shared purposes and visions.*

2. Visualize the end you wish for-*assign org roles for steps toward ends.*

3. Set goals that are step-by-step ways to reach your visions-*evaluate on SMART MBO objectives.*

4. Be proactive, work hard, care, but just try-*focus on showing "love-relationships" and caring.*

5. Success is hard work; there are no shortcuts-*exhibit coaching and counseling.*

6. Teamwork wins wars, though individuals may win a battle-*build and measure teamwork.*

7. Learn, refine, re-learn, re-refine; practice fundamentals-*fit in before you stand out.*

8. Participate—be the example-*be a good leader, follower, mentor and mentee!*

9. Learn to focus and really listen-*promote and have a feedback rich organization.*

10. Reinvent-continuously learning: a learning relationship-*value all constituents.*

People produce only as much as they think they can—or are led to believe they can. Further hone your "people people" ability to lead effectively. Start with acceptance of the responsibility of character and shared vision. Continue with enhancing image, EQ social skills and exuding a high-energy self-esteem. Then plan for achievement by accepting ambiguity and delegating decisively. Proactively exude a positive outlook and demonstrate moral, legal, ethical and respectful values. Always relish in developing people by balancing being (example) and leading (doing).

5.4. Technology-Information Age Relationships

Our IS/IT era sets us up to believe that "tech" will make or break organizations and it can, but not as fast as lack of relationships. Almost no one will be without a smart phone, yet they leave home all the time with no PQ. PQ based relationships are not much enhanced by a steady dose of 140ish written characters, posts, YourTube videos or FaceBook pictures when those items replace face-time built relationships. You and others are not "virtual reality" shown through a smart phone or a game. Information and TQM are not necessarily productivity and

innovation. Teams, speed and globalization require connectivity/compatibility and understanding differing customers with differentiated products and services. Hardware and software alone does not build solid relationships. Policies and procedures cannot replace humanness.

Isaacson's recent article in *The Wall Street Journal* debunks Alan Turing's prediction that computers can or will surpass human thinking. Isaacson shows that we are far from thinking machines that can eliminate the need for human creativity and the best comes from people who use machines to extend human creativity and connectivity not replace them (Isaacson, 2014). Though "tech" and "com" are helpful, a meaningful PQ relationship consists of two humans that form a bond of mutual respect and trust possibly using tech/com but not only relying on it. End-user technology is NOT the foundations of relationships; individuals' perceived and expressed values are.

5.5. Ability to Relate "with" not to People= Sustainability

As you will note we have used a combination of sound research, exemplars, experience and more to build to the need to become a real people person for success in leadership and management. Now we summarize our work in a PQ that you can adapt and use repeatedly in situation after situation. Do not forget to be careful to not kill every living complex human interaction, such as leadership, by dissecting it searching for what makes it tick: people and relationships are far too complex to survive dissection. To be an effective leader, you must bring people-centered leadership *alive* through your actions and not kill it through studying it to death.

Study closely the following PQ model that brings together all we have discussed to this point.

PQ Model: Being a People Person-PQ Strengths and Weaknesses I. Strengths - advantages that are enablers in leadership development A. Natural - more uncontrollable 'good' traits

1. Extrovert	2. Charismatic
3. Humility	4. Compassion
5. Love people	6. Love of learning
7. Relist-self-others-situations	8. Appropriately high self-esteem
9. Commanding presence	10. Emotional awareness & control
11. Sensing other's emotions	12. Entrepreneurial innovation
13. Speaking with clarity & conviction	14. Inclusiveness in listening
15. Passionate-enthusiastic expressions	16. Humble-honest communications

B. Nurtured - more controllable 'good' traits

1. Relating and connecting: personable	2. Trustworthiness
3. Ability to read others	4. Networking
5. Curious flexibility-Culturally aware	6. Inclusive consensus seeker
7. Superior objectivity	8. Envisioning
9. Emotional maturity	10. Management of emotions-reframing
11. Emotional valuating success	12. Cultural astuteness
13. Com=appropriate social skills	14. Good writing & reading skills
15. Good presentation skills	16. Responds well on their feet

II. Weaknesses - disadvantages and derailers to leadership development A. Natural - more uncontrollable 'bad' traits

1. Slick-self-serving.	2. Introvert.
3. Discomfort with dissent.	4. Offensive.
5. Inflated ego	6. Poor self-image

7. Inability to interpret reality	8. Self-image bluffer
9. Disruptive irrationality	10. Untrustworthiness
11. Un-adaptable to change	12. Emotional laziness
13. Judgmental tone	14. Poor clarity of speech
15. Distracting mannerisms	16. Poor timing

B. Nurtured – more controllable 'bad' traits

1. Pretentiousness.	2. Fear of deep relationships.
3. Not listening: no attention.	4. Exclusivity or being withdrawn.
5. Cannot reframe reality	6. Unfounded pessimism
7. Unfounded optimism	8. Consensus for consensuses sake
9. Conflict & change avoidance	10. Cultural unawareness
11. Emotionally avoiding persuasion	12. Blind emotional attachment
13. Bad nonverbal expressions	14. Stifles others communications
15. Poor use of tech-com	16. Poor writing & reading skills

(PQ Model-brings together (Smith, 1976; Service, 2005a;2005b;2005c; Caligiuri, 2006; Osland *et al.*, 2006; Service and Arnott, 2006; Tyson, 2007; Service and Carson, 2009; Service and Carson, 2010; Service, 2012; Service and Kariuki, 2012; Service and Kennedy, 2012; Service and Loudon, 2012; Service and White, 2012; Neck and Manz, 2013; Service and Carson, 2013; Service and Loudon, 2013; Service *et al.*, 2014; Service and McEwen, 2015).
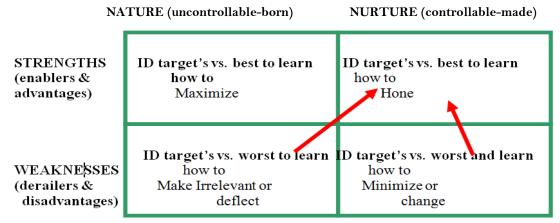
5.6. Doing Something about Your PQ

Identifying which characteristics you feel are under your control and which ones are not requires a lot of introspection and self-honesty. The PQ model attempts to put this in one place for study, reflection, testing and immediate usage. Remember, obtaining the skill of identifying, limiting distractions, studying, learning, relearning, and ultimately using newfound strengths for reality, emotions and communication as outlined in our PQ model above, will serve you well for a life-time of leadership progress. Practice improvement in each area by expressing outwardly your emotions about doing, getting, or being versus just saying you have something down pat. Remember: If you dwell on the negatives you'll stay where you are (Service, 2009a;2009b).

The goal is to try to get perceptions closer to reality in order to "enact" effective leadership. The 2X2 matrix shown below demonstrates the max-min approach of what one can to do with each precept as they strategically plan a personalized PQ improvement program.

Measurement and Improvement Matrix: Categorize strengths & Weaknesses versus ideal

	NATURE (uncontrollable-born)	NURTURE (controllable-made)
STRENGTHS (enablers & advantages)	ID target's vs. best to learn how to Maximize	ID target's vs. best to learn how to Hone
WEAKNESSES (derailers & disadvantages)	ID target's vs. worst to learn how to Make Irrelevant or deflect	ID target's vs. worst and learn how to Minimize or change

ID Percepts for all Q. Categorize needs, develop improvement strategy as in Figure 4.

5.7. Self-Improvement Plans for Each Quotient

1. Clearly and honestly assess yourself for each of the identified traits.

2. Set doable goals that you will measure.

A) Clearly express goals in terms of specifics about events and behaviors. Do not establish goals you do not intend to accomplish.

B) Define your objectives for each goal as SMART objectives. S=Specific

M=Measurable A=Attainable R=Relevant and Realistic T=Time Bounded.

3. Make sure goals are about 'things' under your control or figure out how to get someone else to help you—may require professional help!

4. Develop a program and strategy that will insure you accomplish each objective.

5. Establish whom you are going to work with to support your development. Network to learn specifics about your followers and your environments.

6. Create a sense of accountability for progress toward goal accomplishment; provide rewards-punishments as appropriate to help complete improvement (McGraw, all dates).

6. CONCLUSION

The keys to all reality, emotions, communications and relating to people, revolve around understanding of what we mean by *balance, fit, appropriateness, authenticity, trust, trustworthiness, truth, truthfulness.* Above all else followers want authentic leaders. Authenticity in r*elating to followers is more about attentively reading others and situations, and balanced appropriately adapting than about knowing*.

The world is the result of many interactions with many people within many environments and the quality of those relationships will determine the effectiveness of the creativity that naturally takes place. Look for useful information to teach people so they become productive self-managed co-creators. The power of trust, trustworthiness, truth, truthfulness and stewardship cannot be over emphasized.

The art of PQ relational leadership is leveraged best by leaders who know: man is ultimately self-determining. Man does not simply exist but always decides what his existence will be, what he will become in the next moment. . . . Man is capable of changing the world for the better if possible and of changing himself for the better if necessary (p. 133).

. . . What he becomes—within the limits of endowment and environment—he has made out of himself. In the concentration camps, for example, in this living laboratory and on this testing ground, we watched and witnessed some of our comrades behave like swine while others behaved like saints. Man has both potentialities within himself; which one is actualized depends on decisions but not on conditions (Frankl, 1992).

Effective leadership is understanding the complexities of reality, emotions, communications and people as people relationships. Improvement requires:

- Attention, focus, desire, and an internal locus of control.
- Choice-because of what we value-what's important to us.
- Knowing we don't describe the world we see, we see the world we describe.
- Something beyond talent- discipline, desire, preparation, love, luck, endurance.
- Understanding difference in important & unimportant vs. urgent & not urgent.
- Replacing "try" with "do," and "should" with "could"-language reveals you.
- Not simply playing to strengths.
- Putting yourself in a position to be confronted in meaningful ways.
- Not thinking self-esteem comes from others.
- Realizing that success is not a matter of luck.
- Accepting the reality that emerges as you reinterpret "your" worlds.

Take the hard road and succeed through your ability to effectively receive and communicate realistic ideas with the appropriate emotions. The critical thinking skills, behavioral skills, and decision-making skills all must start with a healthy dose of reality. Do not be one of the many who just continue to work only with their strengths and ignore their weaknesses. Put yourself in uncomfortable positions that force you to confront your weaknesses head on with the all too useful danger of failure.

Before we conclude let us back track to our initial assertions about STEM degrees. Yes, there is much discussion and some solid research about whether or not storages exists of qualified STEM degreed people and what we must do about it ("Why STEM Education Is Important for Everyone, 2015). Answers range from a crisis of not enough STEM educated candidates to an overage; and the real answer is "both exist". However, our assertions here are that STEM educated people will remain in non-management positions if they do not have enhanced EQ, CQ, RQ and a resulting PQ is still standing strong after much logical and research based reasoning.

As one moves up the management ranks within the organization the application of skills and knowledge related to your STEM degree may actually diminish. In fact, at each progressive step within the organization, you will have to rely more on the management acumen that you are developing than with your particular STEM expertise. At each higher level you will become more responsible for managing or leading an activity than actually "doing" what you were trained to do while earning your STEM degree. As a leader you will be responsible for (put appropriate "Q" language here) understanding reality, improving your emotional intelligence, and communicating effectively. To progress as a leader you must master these quotients and move from a "do-er" to "being" a manager leader.

6.1. It's Time to Get Started; If Not Now, When?

Remember luck is an illusion as are consequences. Rare occurrences do occur and in fact everything in the world will happen, because it just did (Mazur, 2016). This simply says, try, try and try again . . . .Talent and desire are not enough (often even hold you back); success requires perseverance in passionately working over the long haul (Duckworth, 2016). Study and use the three Models provided and you will be building a lasting foundation so you will be ready when it happens.

REFERNCES

Allik, J., 2013. Bibliometric analysis of the journal of cross- cultural psychology during the first ten years of the new millennium. Journal of Cross-Cultural Psychology, 44(4): 657–667.

Banerjee, A.V. and E. Duflo, 2011. Poor economics: A radical rethinking of the way to fight global poverty. New York: Public Affairs.

Bardi, A. and V.M. Guerra, 2011. Cultural values predict coping using culture as an individual difference variable in multicultural samples. Journal of Cross-Cultural Psychology, 42(6): 908–927.

Bradberry, T. and J. Greaves, 2009. Emotional intelligence 2.0. San Diego, CA: TalentSmart.

Brooks, D., 2011. The social animal: The hidden sources of love, character, and achievement. New York: Random House.

Caligiuri, P.M., 2006. Developing global leaders. Human Resource Management Review, 16(2): 219–228.

Churchill, W.S., 1949. The second world war. London: Cassell & Co. Ltd, 6.

Cohen, W.A., 2010. Drucker on leadership: New lessons from the father of modern management. San Francisco, CA: Jossey-Bass.

Collins, J., 2001. Good to great: Why some companies make the leap and others don't. New York: HarperCollins.

Corbin, J. and A. Strauss, 2008. Basics of qualitative research: Techniques and procedures for developing grounded theory. 3rd Edn., Thousand Oaks, C.A: Sage.

Crowne, K.A., 2013. Cultural exposure, emotional intelligence, and cultural intelligence: An exploratory study. International Journal of Cross Cultural Management, 13(1): 5–22.

Dobelli, R., 2013. The art of thinking clearly. New York: HarperCollins. Translated by Nicky Griffin.

Dorner, D., 1996. The logic of failure: Why things go wrong and what we can do to make them right. New York: Henry Holt and Company.

Duckworth, A., 2016. GRIT: The power of passion and perseverance. New York: Simon & Schuster.

Earley, P.C., S. Ang and J.S. Tan, 2006. CQ: Developing cultural intelligence at work. Stanford, CA: Stanford Business Press.

Elmer, D., 2002. Cross-cultural connections: Stepping out and fitting in around the world. Downers Grove, IL: IVP Academics.

Frankl, V.E., 1992. Man's search for meaning. Boston, MA: Beacon Press.

Friedman, T.L. and M. Mandelbaum, 2011. That used to be us. New York: Farrar, Straus and Giroux.

Gladwell, M., 2008. Outliers: The story of success. New York: Little, Brown and Company.

Gleick, J., 1987. Chaos: Making a new science. New York: Viking Penguin.

Goleman, D., 1995. Emotional intelligence. New York: Bantam.

Goleman, D., 1998. Working with emotional intelligence. New York: Bantam.

Gwartney, J.D. and R.L. Stroup, 1993. What everyone should know about economics and prosperity. Tallahassee, FL: The James Madison Institute.

Hall, S.S., 2011. Wisdom: From philosophy to neuroscience. New York: Vintage.

Hersey, P.H., K.H. Blanchard and D.E. Johnson, 2013. Management of organizational behavior. 10th Edn., Upper Saddle River, NJ: Prentice-Hall.

Isaacson, W., 2007. Einstein: His life and universe. New York: Simon & Schuster.

Isaacson, W., 2014. Of man and machine. Wall Street Journal, September 27: C1-C2.

Kennedy, J.F., 1956. Profiles in courage memorial edition. New York: Harper & Brothers.

Kennedy, P., 1987. The rise and fall of the great powers. New York: Random House.

Li, C., 2010. Open leadership: How social technology can transform the way your lead. New York: Jossey-Bass.

Lindblom, C., 1959. The science of muddling through. Public Administration Review, 19(2): 79-88.

Livermore, D., 2010. Leading with cultural intelligence: The new secret to success. New York: AMACOM.

Maslow, A.H., 1970. Motivation and personality. 2nd Edn., New York: Harper & Row.

Matsumoto, D. and H.S. Hwang, 2012. Culture and emotion: The integration of biological and cultural contributions. Journal of Cross-Cultural Psychology, 43(1): 91–118.

Mazur, J., 2016. Fluke: The math and myth of coincidence. New York: Basic Books.

McGraw, P.C., 1999. Life strategies: Doing what works doing what matters. New York: Hyperion.

McGraw, P.C., 2000. Life strategies workbook. New York: Hyperion.

Mendenhall, M.E., J.S. Osland, A. Bird, G.R. Oddou and M.L. Maznevski, 2008. Global leadership: Research, practice and development. New York: Routledge.

Mintzberg, H., 2004;2009. Managers not MBAs: A hard look at the soft practice of managing and management development. San Francisco: BK Publishers, Inc.

Montgomery, R.H., 1911. The American business manual: A complete guide to modern systems and practice. P.F. Collier & Son.

Murray, C., 2014. The curmudgeon's guide to getting ahead: Dos and don'ts of right behavior, tough thinking, clear writing and living a good life. New York: Crown Business.

Neck, C.P. and C.C. Manz, 2013. Mastering self-leadership. 6th Edn., Boston: Pearson.

Osland, J., A. Bird, M.E. Mendenhall and A. Osland, 2006. Developing global leadership capabilities and global mindset: A review. In G. K. Stahl and Bjorkman (Eds). Handbook of Research in International Human Resource Management. pp: 197-222.

Peters, T.J., 2003. Re-imagine! , New York: Dorling Kindersley.

Peters, T.J. and J.R.H. Waterman, 1982. In search of excellence. New York: Warner.

Pinker, S., 2002. The blank slate: The modern denial of human nature. New York: Viking.

Reagan, R., 1990. An American life. New York: Simon and Schuster.

Rumsfeld, D., 2013. Rumsfeld's rules. New York: Broadside Books.

Schwarzkopf, H.N., 1992. It doesn't take a hero. New York: Bantam Doubleday Dell Publishing Group.

Service, B. and D. Arnott, 2006. LQ the leadership quotient: 12 dimensions for measuring and improving leadership. New York: IUniverse.

Service, R.W., 2005a. CQ: The communications quotient for IS professionals. Journal of Information Science, 31(2): 99-113.

Service, R.W., 2005b. Measuring and teaching for success: Intelligence versus IQ. International College Teaching Methods & Styles Journal, 1(1): 5-24.

Service, R.W., 2005c. SQ versus IQ: Successful intelligence matters. International Journal of Business Disciplines, 16(1): 81-96.

Service, R.W., 2009a. The leadership quotient: Measuring toward improve. Business Renaissance Quarterly, 4(1): 125-158.

Service, R.W., 2009b. Leadership quotient-LQ©'s thought experiment: A framework for leadership and management. International Journal of Business and Public Administration, 6(3): 74-90.

Service, R.W., 2012. Leadership and innovation across cultures: CIQ-contextual effectiveness as a skill. Southern Business Review, 37(1): 19-50.

Service, R.W. and C.M. Carson, 2009. Management and leadership: Religion the mother of all context. Interbeing Journal, 3(1): 37-43.

Service, R.W. and C.M. Carson, 2010. Becoming a more effective manager: Reality versus hype. China-USA Business Review, 9(11): 35-49.

Service, R.W. and C.M. Carson, 2013. Cross-cultural leadership: A roadmap for the journey. Academy of Contemporary Research Journal, 5(2): 29-40.

Service, R.W. and D. Cockerham, 2007. The managerial MBA: Classroom lab experience. Journal of Learning in Higher Education, 3(1): 1-14.

Service, R.W. and A.K. Guess, 2015. Leadership advantage: A people person. Journal of Leadership Accountability and Ethics, 12(4): 1-27.

Service, R.W. and K. Kariuki, 2012. Cross cultural leadership: African example and suggestions. Advances in Management, 5(12): 78-87.

Service, R.W. and K. Kennedy, 2012. A comprehensive global leadership model. Business Renaissance Quarterly, 7(1): 75-106.

Service, R.W. and A.I. Lockamy, 2008. Managerial promotions formulas and a human resource management model. Management Research News, 31(4): 245-257.

Service, R.W. and D. Loudon, 2012. A global leadership quotient-GLQ: Measuring, assessing and developing. China-USA Business Review, 11(8): 20-40.

Service, R.W. and D.L. Loudon, 2013. The United States: Economic and educational problems and a suggestion. Journal of Business and Economics, 4(2): 249-259.

Service, R.W., D.L. Loudon and D. Sonius, 2014. Developing a mindset for rapid incremental innovation. Review of Knowledge Economy, 1(4): 74-89.

Service, R.W. and J.K. McEwen, 2015. Innovation creates the future when it exemplifies clear strategic thinking over reacting to presenting complaints. Strategic Management Quarterly, 3(1): 1-48.

Service, R.W. and D. White, 2012. Leadership effectiveness for the rest-of-us. International Journal of Business Leadership, 1(3): 124-146.

Shapero, A., 1985. Managing professional people. New York: The Free Press.

Smith, A., 1976. An inquiry into the nature and causes of the wealth of nations. In P. H. Campbell, and A. S. Skinner (Eds.). Indianapolis, IA: Liberty Classics.

Stalk, G.J. and T.M. Hout, 1990. Competing against time. New York: Macmillan.

Sternberg, R.J., 1996. Successful intelligence: How practical and creative intelligence determine success in life. New York: Simon & Schuster.

Sternberg, R.J., 2003. Wisdom, intelligence, and creativity synthesized. New York: Cambridge University Press.

Sternberg, R.J. and E.L. Grigorenko, 2006. Cultural intelligence and successful intelligence. Group & Organization Management, 31(1): 27-39.

Thornton, W.P., 2012. Why can't they hear you? Orality based teaching for cross-cultural trainers. Global Impact Missions: 87. Available from philthornton@windstream.net.

Tracy, B., 2002. Focal point. New York: AMACOM.

Tracy, B., 2010. How the best leaders lead. New York: AMACOM.

Tyson, N.D., 2007. Death by black hole: And other cosmic quandaries. New York: W. W. Norton & Company.

Yeager, C. and C. Leerhsen, 1988. Press on! Further adventures in the good life. New York: Bantam.

Yukl, G., 2013. Leading in organizations. 8th Edn., Boston: Pearson.

Zander, R.S. and B. Zander, 2000. The art of possibility: Transforming professional and personal life. New York: Penguin.

BIBLIOGRAPHY

Begley, S., 2004. Self-esteem builds on achievement not praise for slackers. Wall Street Journal, 18: B1.

Blasco, M., L.E. Feldt and M. Jakobsen, 2012. If only cultural chameleons could fly too: A critical discussion of the concept of cultural intelligence. International Journal of Cross Cultural Management, 12(2): 229–245.

Broom, L., D.L. Loudon, R.W. Service and D. Sonius, 2014. Rapid incremental innovation strategy: Sustainable competitive advantage. International Journal of Engineering Research & Management, 1(6): 50-58.

Chopra, D. and L. Mlodinow, 2011. War of worldviews. New York: Harmony Books.

Conard, E., 2012. Unintended consequences: Why everything you've been told about the economy is wrong. New York: Penguin.

Dance, J.W. and R.W. Service, 2013. The attractive nuisance: A model to prevent workplace distractions. Journal of Multidisciplinary Research, 5(2): 31-48.

Goleman, D., 2000. Working with emotional intelligence. New York: Bantam.

Kerlinger, F.N., 1986. Foundations of behavioral research. 3rd Edn., Orlando, FL: Holt, Rinehart and Winston.

Landsburg, S.E., 1993. The armchair economist, economics and everyday life. New York: The Free Press.

Levitt, S.D. and S.J. Dubner, 2009. Super freakonomics. New York: William Morrow.

Porter, M.E., 1990. The competitive advantage of nations. New York: Macmillan.

Saba, A.S., 2011. Roll the dice: Are we gambling with global employee selection? A reassessment of competitive alternatives. Proceedings of the International Academy of Business and Public Administration Disciplines (388) (Abstract only Published). Memphis, TN.

Service, R.W., 2006. The development of strategic intelligence: A managerial perspective. International Journal of Management, 23(1): 61-77.

Service, R.W. and M.J. Fekula, 2008. Assessing emotional intelligence: The EQ matrix exercise. Business Renaissance Quarterly, 3(2): 23-58.

Yeager, C. and L. Janos, 1985. Yeager: An autobiography. New York: Bantam.