

# Leadership Motivation, Development (and then some)

Serving, Communicating, Coaching and  
Leadership Styles for Success

Presented by Mark Warren  
Training Consultant  
Austin, Texas  
[mwarren24@msn.com](mailto:mwarren24@msn.com)  
[www.jmarkwarren.com](http://www.jmarkwarren.com)



The following presentation offers a reasonably concise span from basic supervisory tools to the secrets of success of great leadership visionaries. Regardless of one's leadership role or position, we must always remember our most basic charge – to help people feel safe about following you to a place they wouldn't ordinarily go by themselves.

## **Learning Objectives**

By the end of this presentation, participants will be more effectively be able to:

1. Access the secrets of success and differentiate critical differences between serving and *self-serving*.
2. Describe the elements of effective coaching and perform examples of the “ultimate coaching tool” with a partner.
3. Differentiate *doing things right* and *doing the right thing*.
4. Identify the traits of good character and explain how character can motivate for life.
5. Discuss and highlight leadership styles that bring out the best performance in followers.

**Next: The Secrets of Success**

SUCCESS is an acronym that illustrates tips on succeeding in an increasingly negative and competitive world. Leaders must learn to overcome adversity and constantly manage conflict. Using the biographies of some well-known historical and modern-day figures, who have demonstrated the ability to overcome and out last adversity time and again, the “Secrets of Success” provides a formula that will hopefully inspire us all.

**S - Set the example, then follows it.**

**U - Take an unbiased approach (explicit *and* implicit) when dealing with others.**

**C - Commitment to task**

**C - Concentration on objectives**

**E - Exceptional attitude**

**S - Set goals that are attainable**

**S - Set of rules to live by**

*“I think we should all try to live our lives so that we wouldn’t mind if the family parrot got sold to the town gossip”. - Will Rogers*

### **Defining Implicit Bias**

Also known as implicit social cognition, *implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual’s awareness or intentional control.* Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection.

The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance. These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages. In addition to early life experiences, the media and news programming are often-cited origins of implicit associations.

Implicit bias examples in action:

#### **Affinity bias**

This is tending to be more receptive to people who resemble our lives in some way. For example, imagine a job recruiter saying, "I hired her because she reminded me of my sister."

#### **Confirmation bias**

This is looking for information that supports our beliefs and ignoring details to the contrary. Now imagine someone saying something like, "He's from Appalachia so, of course, he isn't very well educated." This is an example of confirmation bias at work.

## **Halo effect**

This happens when we like something about someone and, therefore, assume that everything about them must be great. For example, imagine a teacher saying something like, "My student is well-behaved, so he must also be smart."

## **Perception bias**

This is stereotyping people based on a group they belong to. For example, imagine someone saying something like, "Many crimes are committed by this particular ethnic group, so a person of the same ethnicity must be a criminal."

## **Bandwagon bias**

This is simply believing something because others believe it. You've probably seen this expressed with one of your friends saying something to the effect of, "No one else enjoyed that movie, so neither did I."

## **Leadership is More Than Influence**

- Leading is influencing the actions of others to goal accomplishment in your personal or professional life. The fallacy? Goal accomplishment = results (only).
- Now, the definition is:  
*The capacity to influence others by unleashing the power and potential of people and organizations for the greater good*

As Ken Blanchard wrote in 2006, "when the definition focuses on goal accomplishment, one [tends to] think that leadership is only about results. Yet, when we talk about leading at a higher level, just focusing on goal accomplishment is not enough. The key phrase in our new definition 'the greater good' – what is best for all involved. We think leadership is a high calling [and therefore, not something everyone can do]. Leadership should not be done purely for personal gain, or goal accomplishment; it should have a much higher purpose than that." (Blanchard, 2006, The Excellence Edge seminar)

## **"The Secret" and the Difference Between Serving and Self-Serving**

Most day to day management is not a crisis. It's a gentle influencing through the process of routine. If you lead with the intention of serving your employees and constituents, you'll behave fundamentally differently than if your motivation is self-serving. Self-serving leaders think that leadership (and its benefits) is all about them, and not about the best interest of those they serve. They forget about acting with respect, care and fairness for all involved. The self-serving leader makes everything about their own self-interest, such as obsessing over re-election in three or four years rather serving the public every day. When you begin to realize that it's really not all about you, you begin ***to lead at a higher level.***

## The “Secret” is in your *SERVE*



- *S* – See the future and share the vision.
- *E* – Engage and Develop Others; We all love to work “in the paint”, where we feel safe, comfortable, confident and competent.
- *R* – Reinvent Continually. Growth is motivation that lasts forever; Reinvention means *learning and adapting* – process, structurally and personally;
  - Meet Ron Crosby, Paul Hewson, Gordon Matthew Thomas Sumner, Peter Hernandez and Norma Jeane Mortenson.

## *SERVE*, continued



- *V* – Value Results and Relationships ;
  - Success is both results and relationships. They don’t care how much you know, until they know how much you care.
- *E* – Embody the Values;
  - What do you value most?
  - Walk your talk, model your values.
  - Critical: What you *say* you value **must** also be what you pay most attention. Disconnect = lost trust.

Genuine leadership is built on trust. There are many ways to do that, but one of most important is to walk your walk, talk the talk and walk your talk. In other words, live consistently with the values you profess. If you say that “I care about what the people think” or “our people are our most valuable asset”, then you must live and model those statements all the time. If you’re inconsistent, people will eventually lose faith and lose trust, and your effectiveness as a leader is down the drain. Spend time each day communicating and demonstrating your organization’s core values and recognize and reward employees who embody those values in their work and behavior as you try to do.

**A key question is: how do you build or inspire *SERVE*? Some ideas on the importance of IPC and relationship skill – building:**

- Commitment is best built by living the example that you want others to be. Remember the difference between contribution and commitment? The answer is like a breakfast of ham and eggs – the chicken makes a contribution, but the pig makes a commitment! **Enlarging the shadow of the future** also builds commitment. “If two individuals believe that they will interact frequently in the extended future, then they will have a greater incentive to cooperate” (Buss, “The Evolution of Happiness” UT Austin, Dep’t. of Psychology, 2000). Enlarging the shadow of the future can be accomplished by making interactions more frequent and by making a commitment to relationship.
- Trust is built by showing the other person that you mean them no harm, and by learning to give it away. No one will ever trust you until you are *willing to demonstrate* that you trust them.
- Empathy is putting yourself in another’s place or to “see through eyes of another”. Empathy is a natural feeling, but if it is to build relationship, it must be active – speak it aloud.
- Effective communication is actively *listening, empathizing, asking and paraphrasing*, and keeping in mind that our bodies and faces say much more than do our mouths – and usually sooner.
- Honesty/Congruence is truth and harmony. Yes, it’s important to be honest, but if you think truth telling is always the best policy, remember these two words: “ugly baby”. Congruence means “harmony or equality of parts”.

Finally, understanding as a relationship builder is best defined this way: “seek first to understand, then to be understood”. (Covey, **The Seven Habits of Highly Effective People**, 1989) Spend more time and energy *trying to learn about them than in telling them about you*.

## Three things your people want most from their leaders:

### Integrity

- Leadership is not something you do *to* people; it’s something you do *with* them.
- *Integrity lays the foundation for trust and respect.*
- *Leading with integrity means being the person you want others to be.*
- Trust is what happens when values and behaviors match up.
- People are more apt to trust and respect you when what you say and what you do are one in the same.
- *Leading people is the opposite of trying to control them.*

“Organizations are no longer built on force. They are increasingly built on trust...this presupposes that people understand one another. Taking relationship responsibility is therefore an absolute necessity. It is a duty.” - Peter Drucker

### The Partnership Imperative – The Relationship You Build

- Partnership implies that everyone is connected and on the same team and that a team that is not pulling together is eventually pulling apart.

- I wonder – *how many times a day do we look for new ways to make each other look good?* Partnership harvests the potential of the team.
- “Good leaders get to know people beyond their job titles. They find out what makes each individual on their team unique”.

### **Affirmation is Validation – You Matter!**

- Affirmation makes people feel valued and valid. *It lets people know that what they do is important.*
  - Praise is the easiest way to let people know they are appreciated.
  - Each of us has the power to recognize the goodness in others.
- *You will go a lot further if you stop to refuel.*

### **“If you want to motivate for life -**



- Praise character, rather than achievement.” – Dr. Beverly Chiodo, Texas State University and *Character First!*
- **Examples:** *Adaptability, Alertness, Attentiveness, Authenticity, Courage, Courtesy, Creativity, Dependability, Determination, Diligence, Discretion, Enthusiasm, Perseverance, Resilience, Respect, Service, Thoroughness, Teamwork, Trust.*
  - Name it, define it, give an example of how it affected another.

<http://www.characterfirsteducation.com>

## **Next - The Power of Effective Coaching**

**The biggest impact on performance comes from day-to-day coaching.**

**“Trust is the highest form of human motivation.” (Covey)**



- Trust is the key to effective coaching.
- How do *you* try to build trust with your employees every day?
- Write down one thing that you always do when trying to build trust with another.
  - \_\_\_\_\_
- Consider: is it IPC/relationship skill or a technical skill?

## “Accentuating the positive” is the ultimate coaching tool



- The key to developing people is to catch them doing something right – or *almost* right.
  - How did you teach your children to walk?
- Don't wait for perfection before you praise.
- Praise progress – it's a moving target.

**Remember: great coaching values both high task *and* high relationship.**

## The Elements of Positive Redirection



- **Tell** people what is expected of them.
- **Show** them what good performance looks like.
- **Catch** people in the act of doing something... right (or almost right!)
- **Redirect** negative behavior, then
- Start over as needed
  - Example? Practice any skill.



## What makes an effective redirection?

1. Redirection must be given *as soon as possible* after the negative behavior occurs.
2. *Explain specifically* what went wrong and point out its impact on team performance.
3. If appropriate, the coach should *take some of the responsibility*. For example, you might say ‘maybe I didn't make it clear enough that I expected that sales report from you by 1PM every Friday.’
4. *Reiterate* the importance of the task or behavior stated in point #3. ‘Tracking that sales report is critical to our operation, etc.’
5. Finally, always *reassure* the pupil that you still have confidence in them and their abilities.

## Parent – Adult – Child, 101

In 1964, Dr. Eric Berne M.D. wrote "***Games People Play***". The book put into pop culture his theory of relationship and conflict which he called "Transactional Analysis". In part and paraphrase, here is what he said about T.A.:

From time to time, people show noticeable changes in four specific aspects of behavior. They are posture, voice, viewpoint and vocabulary. These changes along with shifts in feeling temporarily create a "new person" in us, or what Berne called an "ego state". These "new people" are a sort of defense mechanism soldier to combat the effects of stress, pressure or attack against us. Those "new people" or ego states have names and personalities that have been recognizable for years – ***parent, adult and child***.

Although it is normal to jump into one of these new people to protect ourselves, it is not normal to stay in them. So, this brief presentation is an overview of the ego states and an explanation of how they can either enable or diffuse conflict where words are the only (or primary) permissible means to resolve it.

### **P-A-C Characteristics:**

#### **"Parents" are:**

- ✓ *Self-referential*
- ✓ *Personal, possessive pronouns (I, me and my)*
- ✓ ***Authoritarian – "I'm..."***
- What are some things your parents used to say?
- Parental postures are dangerous in potential conflict.

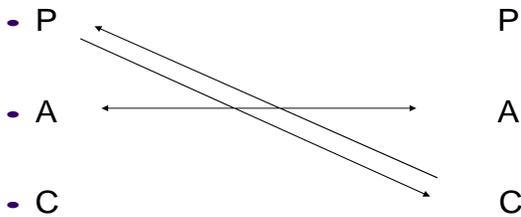
#### **"Children" are:**

- ✓ *Selfish*
- ✓ *Personal, possessive pronouns – especially "my"*
- ✓ ***Short-term thought process***
- Child postures create super parents – examples?

#### **"Adults" are:**

- ✓ *Autonomous*
- ✓ ***Objective***
- ✓ ***Non-prejudicial***
- ✓ *Responsive, not reactive*
- ✓ *Plural, possessive pronouns (we, us and our)*
- ✓ ***Generates empathy***
- Adult postures are calming and non-threatening: listen, empathize, ask.

## The Most Effective Way to Resolve Conflict is as an “Adult”



This is the premise of Berne’s theory of conflict resolution called “Transactional Analysis” or T.A.: ***Instead of continuing the slide into parent, when someone reacts like a child, speak back to them as an adult.***

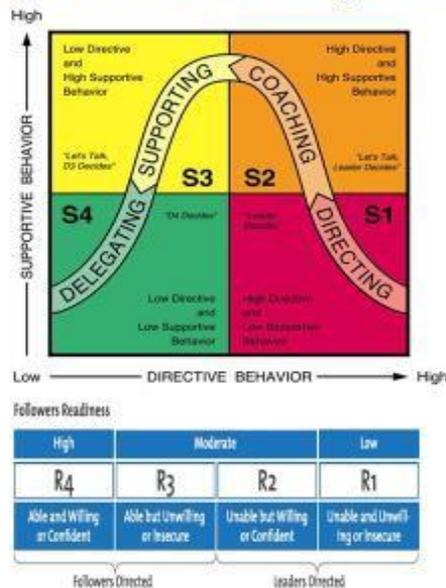
The idea is to diffuse conflict before it has the momentum to accelerate by not allowing a person to get on the defensive, helping them maintain their self-respect and by allowing plenty of opportunity to “save face”. Generating “active” empathy – empathizing out loud – is a hallmark of “adulthood”. The adult does this with open, non-confrontational gestures that always involve both hands, use of plural pronoun choices – “we, us and our” and by framing language and redirection strategy with autonomy, objectivity and non-prejudicial responses.

If there is a secret to success in conflict resolution, it is to treat the other person as an adult, even when (and especially when) they don’t deserve to be treated like one.

***Exercise: Are you sure ‘ol Hank done it this way? How could you say each more like an adult?***

- ✓ Just who do you think you are?
- ✓ You want the truth? You can’t handle the truth!
- ✓ That’s for me to know and you to find out.
- ✓ Are you out of your mind?
- ✓ What part of ‘no’ don’t you understand?
- ✓ You can’t *make* me.
- ✓ What kind of idiot *are* you?
- ✓ What do you want me to do about it?
- ✓ I’d really *love* to date, but just not you.

# Blanchard and Hersey's Situational Leadership model



Over the last few decades, people in the field of management have been involved in a search for the “best” style of leadership. Yet, the evidence from research clearly indicated that there is no single app-purpose leadership style. Successful leaders are those who can adapt their behavior to meet the demands of their unique situation.

A Situational Leadership Model, originally developed by Drs. Paul Hersey and Ken Blanchard, helpful to managers in diagnosing the demands of their situation has been developed as a result of extensive research. This model is based on the amount of

direction (task behavior) and the amount of socioemotional support (relationship behavior) a leader must provide given the situation and the level of “readiness” of the follower or group.

Situational Leadership is based on an interplay among (1) the amount of direction (task behavior) a leader gives, (2) the amount of socioemotional support (relationship behavior) a leader provides, and (3) the “readiness” level that followers exhibit on a specific task, function, activity or objective that the leader is attempting to accomplish through the individual or group (followers). More than forty - five years old now, please read and learn more about Situational Leadership, now called SL-II, at [www.kenblanchard.com](http://www.kenblanchard.com) .

## Assumptions

Hersey and Blanchard (1999) and other books suggest leaders should adapt their style to follower development style (or 'maturity'), based on how ready and willing the follower is

to perform required tasks (that is, their competence and motivation).

There are four leadership styles (S<sub>1</sub> to S<sub>4</sub>) that match the development levels (D<sub>1</sub> to D<sub>4</sub>) of the followers.

The four styles suggest that leaders should put greater or less focus on the task in question and/or the relationship between the leader and the follower, depending on the development level of the follower.

### **S<sub>1</sub>: Telling / Directing**

Follower: R<sub>1</sub>: Low competence, low commitment / Unable and unwilling or insecure

Leader: High task focus, low relationship focus

When the follower cannot do the job and is unwilling or afraid to try, then the leader takes a highly directive role, telling them what to do but without a great deal of concern for the relationship. The leader may also provide a working structure, both for the job and in terms of how the person is controlled.

The leader may first find out why the person is not motivated and if there are any limitations in ability. These two factors may be linked, for example where a person believes they are less capable than they should be may be in some form of [denial](#) or other [coping](#). They follower may also lack self-confidence as a result.

If the leader focused more on the relationship, the follower may become confused about what must be done and what is optional. The leader thus maintains a clear 'do this' position to ensure all required actions are clear.

### **S<sub>2</sub>: Selling / Coaching**

Follower: R<sub>2</sub>: Some competence, variable commitment / Unable but willing or motivated

Leader: High task focus, high relationship focus

When the follower can do the job, at least to some extent, and perhaps is over-confident about their ability in this, then 'telling' them what to do may demotivate them or lead to resistance. The leader thus needs to 'sell' another way of working, explaining and clarifying decisions.

The leader thus spends time [listening](#) and advising and, where appropriate, helping the follower to gain necessary skills through coaching methods. *Note: S<sub>1</sub> and S<sub>2</sub> are leader-driven.*

### **S<sub>3</sub>: Participating / Supporting**

Follower: R<sub>3</sub>: High competence, variable commitment / Able but unwilling or insecure

Leader: Low task focus, high relationship focus

When the follower can do the job but is refusing to do it or otherwise showing insufficient commitment, the leader need not worry about showing them what to do, and instead is concerned with finding out why the person is refusing and thence persuading them to cooperate.

There is less excuse here for followers to be reticent about their ability, and the key is very much around motivation. If the causes are found, then they can be addressed by the leader. The leader thus spends time [listening](#), praising and otherwise making the follower

feel good when they show the necessary commitment.

#### **S4: Delegating / Observing**

Follower: R4: High competence, high commitment / Able and willing or motivated

Leader: Low task focus, low relationship focus

When the follower can do the job and is motivated to do it, then the leader can basically leave them to it, largely trusting them to get on with the job although they also may need to keep a relatively distant eye on things to ensure everything is going to plan.

Followers at this level have less need for support or frequent praise, although as with anyone, occasional recognition is always welcome. *Note: S3 and S4 are follower-led.*

## **Building Strengths and Leaders Key Differences Between Management and Leadership**

The genesis of this idea came to light when I started doing a day's training at Sam Houston State's LEMIT for the U.S. Marshal service. As I spoke about Leadership, specifically some of the profound and long-range differences between leadership and supervision, one of the attendees, a Deputy Chief Marshal, gave me a copy of an article that appeared in the July 7, 2003 issue of **Government Executive** magazine. It was called "Managers vs. Leaders", and it captured what I was trying so hard to convey to the class – that leaders will always perform some basic management tasks, and managers occasionally take a leadership role, but the two are not at all synonymous.

### **Vision**

Managers have checklists;

Leaders have inspiration, imagination and forethought. They are always in future tense.

### **Passion**

Managers have projects;

Leaders have conviction, desire and devotion.

### **Intensity**

Managers have priorities;

Leaders have strength, force and feeling.

### **Perspective**

Managers deal with complexity;

Leaders understand simplicity.

### **Seeing What is Not Visible – Hearing When There is No Sound**

Managers find and assess facts - they see and hear what is going on;

Leaders look at inadequate or non-existent information and make decisions.

## Ethics

Managers are concerned with doing things right;

Leaders are concerned with doing the right thing.

## Philosophy

Managers find answers and solutions to current problems;

Leaders formulate questions and identify potential problems.

## Values

Leaders reflect the values of the founding culture,

Live those values by example, and teach those values to others.

Leaders understand the Law of Magnetism:

Who you are is who you attract.

## The “Low Bid”

Getting a bargain does not reflect effective leadership if it means losing the war. Good

management is important, but good leadership is essential.

## Fixing What Ain't Broke

Managers think efficiency. If it worked before, it should work again.

Leaders think about effectiveness. Would the same problem in a new environment require a different solution?

## Stay Where We Are, or Go Where We Become?

Managers take care of where you are;

A leader is an eternal optimist - someone you choose to follow to a place you would not go by yourself.

## Qualities of great decisions (and the people who made them):



- **Timing** - Placement or occurrence in time.
- **Foresight** - The ability to predict, or the action of predicting, what will happen or what is needed in the future.
- **Confidence** - A feeling or consciousness of one's powers or of reliance on one's circumstances.
- **Humility** - The quality of being modest, reverential, even politely submissive, and never being arrogant, contemptuous, rude or even self-abasing.
- **Inspiration** - A divine influence or action on a person believed to qualify him or her to receive and communicate sacred revelation. The action or power of moving the intellect or emotions.
- **Awareness** - Having or showing realization, perception, or knowledge. What is “situational awareness” in: flying? driving? leading?

## *The Mahatma and the Eternal Spirit of 42*



What cause is so precious that intelligent risk is worth taking? What characteristics are represented again and again in the greatest decisions? In American history, whether making a decision that would fundamentally change major league baseball or proceeding through the daily evolution of Texas County government, the characteristics of great decisions and the best qualities of the decision-makers come together to yield a significant product. This part of the presentation focuses on a Leadership decision that was right, just and visionary despite the perils of incredible risk. It will examine the key qualities in the best decisions, the mutual characteristics shared by the decision-makers and the unique yet counterintuitive mindsets which set aside personality, personal feeling and personal gain to suffer a cause greater than one's self.

“The three-hour encounter between Branch Rickey and Jackie Robinson at the Dodger’s

### **August 28, 1945**

- For all *the inspiration, humility, foresight and timing* that that help compose his *vision*, Branch Rickey would need more than those to make it work.
- He would need exactly the right **choice.**

- [https://www.youtube.com/watch?v=nU8U\\_KifMNA](https://www.youtube.com/watch?v=nU8U_KifMNA)

“The three-hour encounter between Branch Rickey and Jackie Robinson at the Dodger’s front office at 215 Montague Street, Brooklyn, on August 28, 1945 is one of the most cherished legends in baseball. Though the three eye-witness accounts vary in minor respects, all agreed the encounter as dramatic, exhausting and poignant. Rickey began by informing Jackie that he was not there to talk about his assignment to his newly formed Negro League, but in fact, for a contract with the Brooklyn Dodgers, with a year playing for the Montreal Royals before they brought him up to the bigs. Rickey wanted to know if Jackie had the stuff to endure the inevitable torrent of abuse that would greet the first black man in the major leagues. Rickey imagined every possible scenario Robinson would encounter and playacted them. Swearing, cursing, panting, contorting himself, bringing

his scowling, beefy face to within an inch of Jackie's, Rickey mimicked surly waiters, bigoted train conductors, obnoxious hotel desk clerks, insulting fans, biased umpires, enraged opponents who assailed his dignity with spikes, fists, beanballs and bats, and anyone else whose abuse Jackie would have to endure without retaliation. Jackie recalled later that Rickey's "acting was so convincing, I found myself chain-gripping my fingers behind my back." Example:

"You're playing shortstop and I come down from first, stealing with my spikes high, and I cut you in the leg. As the blood trickles down your shin, I grin at you and say 'now, how do you like that, nigger boy?' Then in the World Series: so we play for keeps there, Jackie. We play it to win there, and almost everything under the sun goes. I want to win in the most desperate way, so I'm coming into second with my spikes flying. But you don't give ground. You're tricky. You feint, and as I hurl myself, you ease out of the way and jam that ball hard into my ribs. As I lie there in the swirling dust, my rib aching, I hear that umpire cry, 'you're out', and I jump up, and all I can see is that black face of yours shining in front of my eyes. So I yell, 'don't hit me with a ball like that, you tar baby son-of-a-bitch'. So I haul off and sock you right in the cheek". With that, Rickey swung his fist at Jackie's head, and he reacted with a plaintive 'Mr. Rickey, do you want a ballplayer who's afraid to fight back?' The was the opportunity was Rickey was hoping for. He said, 'I want a ballplayer with the guts not to fight back.'" (McCain and Salter, 2007)



Remember, a vision without  
action is merely a dream.  
Action without vision just  
passes the time. But,  
vision with action can change  
the world.

### **So, welcome to the beginning...**

Read – Feed your mind. Listen to those who have been there; Value age and experience. Take intelligent risks: "Those who dare to fail miserably can achieve greatly." – John F. Kennedy

Don't be afraid to fail. The only time we fail is the very last time we try.

References that inspired this presentation include:

1. Games People Play – The Psychology of Human Relationships by Dr. Eric Berne, M.D., Grove Press, Inc., New York, New York, 1964.
2. The One Minute Manager by Dr. Ken Blanchard and Dr. Spencer Johnson, Berkley Books, William Morrow, New York, New York, 1981.
3. Whale Done! by Dr. Ken Blanchard, The Ken Blanchard Company, 2002.
4. The Leadership Pill by Dr. Ken Blanchard and Dr. Marc Muchnick, Free Press (Simon and

- Schuster – New York), 2003
5. The Secret: What Great Leaders Know – And Do by Ken Blanchard and Mark Miller, Berrett – Koehler Publishers, San Francisco, 2004
  6. It's Always Too Soon to Quit by Dr. Lewis Timberlake, Fleming H. Revell Company, Old Tappan, New Jersey, 1988.
  7. The One Thing You Need to Know, by Marcus Buckingham, Simon and Schuster, New York, New York, 2005.
  8. Peer Today – Boss Tomorrow by Laura E. Bernstein, Vision Point Productions, Inc. 2005 and [www.walkthetalk.com](http://www.walkthetalk.com)
  9. Helping People Win at Work (a Business Philosophy Called 'Don't Mark My Paper, Help Me Get an A'), by Ken Blanchard and Garry Ridge, Polvera Publishing and Garry Ridge, Upper Saddle River, New Jersey, 2009
  10. Outliers: The Story of Success, by Malcolm Gladwell, Little, Brown and Company, New York, New York, 2008
  11. Employee Passion—The New Rules of Engagement (whitepaper) © 2007 The Ken Blanchard Companies
  12. Hard Call: Great Decisions and the Extraordinary People Who Made Them, by John McCain with Mark Salter, Hachette Book Group USA, New York, New York, 2007.
  13. [http://changingminds.org/disciplines/leadership/styles/situational\\_leadership\\_hersey\\_blanchard.htm](http://changingminds.org/disciplines/leadership/styles/situational_leadership_hersey_blanchard.htm)
  14. New Supervisor's Course, Texas Commission on Law Enforcement, Austin, Tx., revised July, 2015, [www.tcole.texas.gov](http://www.tcole.texas.gov)
  15. Talking to Strangers: What We Should Know About the People We Don't Know, by Malcolm Gladwell, Little, Brown and Company, New York, New York, 2019.

**Presenter Information:**

J. Mark Warren is a Training Consultant and former employee with the Texas Association of Counties. His presentations convey a message of inspiration, motivation and new direction. They revolve around leadership, interpersonal communication and relationship skills, workplace diversity and professionalism, bridging the generations and customer service excellence.

Warren worked with the TAC Leadership Program and served as the coordinator of its leadership training from 2002 and the TAC County Best Practices Program from 2009 to 2015.

After graduating from St. Edward's University in 1977, he spent 23 years with the Texas Department of Public Safety, retiring in 2000 as the assistant commander of the Training Academy in Austin.

From 2015 to 2017, Warren presented a series of presentations on verbal de-escalation with the Texas Police Association for the Department of Public Safety to law enforcement and criminal justice professionals across Texas.

For more information on Warren's presentations, please visit, [www.county.org/Special-Presentations](http://www.county.org/Special-Presentations) or [www.jmarkwarren.com](http://www.jmarkwarren.com) .