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To do their job, academic deans must influence many activities on which they do not have direct control. They must rely on cooperation and persuasion of others to meet responsibilities that come with diffused authority, if any. Dean Craig McAllaster of Rollins College recognizes that power and influence of a leader may be derived through various factors. In the following article, he explores how deans can effectively accomplish their tasks by exercising power and influence derived from a understanding of various motives, constituent bases, approaches, and different strategies.

Power and Influence: How to Survive and Thrive as Dean in a Multifaceted, Stakeholder World!

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Power and influence as a trait of successful leadership has become a rallying cry for business, government, academia, and all forms of organizations today. As organizations flatten, merge, matrix, and go through whatever new organizational phenomenon occur, people still need to get the work done and someone has to lead the effort.

The effective use of power and influence is critical for deans today because of the dynamic academic environment. Many times deans do not have the direct line of authority over activities, budgets, staffing and other issues that are critical to the success of their schools. Even when line authority appears clear, the effective motivation of faculty, administration, alumni, etc. requires the use of a variety of influence strategies to achieve optimum performance.

As dean of a graduate school of business in a liberal arts college, my sphere of influence and influencers is diverse and many times each group has different goals and objectives. Central administration has criteria and needs, faculty have their own set of desired outcomes, students want a customer focused experience, alumni want to make sure their educational investment

is enhancing their careers, recruiters want great graduates at the best price, and let's not forget the needs of staff. Needless to say serving multiple masters can cause increased anxiety and decisions often seem to serve no one, other than the dean.

In this article, I will review strategies that leader's can use to effectively accomplish their jobs through behavior that takes power and influence into consideration. The article will cover the following:

- Motives: What drives your personal behavior
- Power Bases: What are the personal and organizational power bases you have to influence
- Influence Techniques: Different techniques that can be used to influence
- Developing an Influence Strategy: What can you do differently.

Motives

Motives are important for a leader to understand because they are a major factor in driving ones energies, passions and behavior. Motives are sub-conscious drivers of behavior and as such many times we are not aware of the in-



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fluence they exert on our leadership approach. Understanding motives helps you first understand yourself and then can help you to understand others and their behaviors. David McClelland's research into what is referred to as the three social motives came about during his time at Harvard University and Boston College.

The three social motives are found in varying degrees in everyone, and they are most applicable in a work environment. Motives interact with the various situations and people in the environment and out of that dynamic the manager's behavior emerges. Motives preferences are established early in life and reinforced through life experiences and therefore are difficult to change. The three social motives are below.

Achievement (n-ach)—Those high in achievement are task oriented and driven by a high standard of excellence. They are detail oriented, efficient, constantly driving themselves to new levels and trying new and innovative approaches. They have a strong need for accomplishment. Because of their action orientation they have little patience for others who do not share this motive. Finally, they prefer working with those they see as experts and that add value to the current task.

Power (n-pow)—People with a high power motive seeks to have impact and influence. They like to lead, be in charge, control, impressing others and enhancing personal status and prestige is important. Power individuals tend to network extensively with important people and are political animals.

Affiliation (n-aff)—Affiliators are relationship oriented. For them establishing, maintaining and building relations with others is important. They possess a strong desire to be accepted and seek to avoid conflict. They are concerned about the impact of their actions on others and view organizational activities as social. They network with people they enjoy being with and have a broad network of friends and co-workers.

Power is one motive that usually has a modifier and that modifier relates to the way others view the person dis-

playing power. Managers can be observed using s_p -power or p_p -power in their role. Leaders displaying s_p -power are perceived to be using all of the attributes of power for the good of the organization and they are usually seen as positive. People using p_p -power are perceived to be using the attributes of power above for their own self-aggrandizement, to promote themselves and is usually invokes a negative reaction. For dean's to be effective it is critical that their use of power be perceived as s_p -power, strong powerful actions taken to lead the school forward, not the career of the dean.

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McClelland found that most people possess and exhibit a combination of these motives but usually have a strong bias toward one. As a dean it is critical to know your own motive profile as it helps explain why you enjoy some aspects of the job and dread others. For example, a dean with a high n-aff will tend to avoid conflicts and problem situations. A dean high in achievement will tend to work long hours, be heavily involved in details, and many times will feel most productive when working alone. Power based deans enjoy the networking, community and professional association involvement, being in charge and working with important people. McClelland states that there are no good or bad motives. Understanding your motives helps you understand your drive and behavior, not being aware of them can undermine your behavior and performance.

Equally important to a dean is the need to understand the motive profile of those they are trying to influence. Understanding another person's motive profile can be difficult because you are observing their behavior and not necessarily their underlying motives. To

better understand another person's motives you must observe them over a period of time to determine their values. Understanding a donor's high achievement need will help you understand the way he/she processes information and the aspects of the appeal they will react to. For example a high achiever gives because of the value perceived in the school, they are influenced by short, factual, and to the point presentations. Contrast that to the power based donor who may want to know what prestige will be associated with the gift.

Once you understand your own motive profile and how it affects your behavior, you can begin understanding others and that will help lead you to an effective leadership style.

Power Bases

Understanding personal and organizational power bases gives the leader an opportunity to determine their existing power bases and to recognize the bases they may be lacking. Few can be effective in all power bases. The point is to understand them and build on them to achieve your goals. Many people actually neglect or even minimize their own power bases because they do not understand this important leadership tool.

In the dean's world power is even more critical because we serve multiple masters and the political wrangling on college campuses continually muddies the water. The power bases are below.

Legitimate—an obvious source of power is the position you hold as dean, with the ability to direct the organization, hire, fire, reward, and delegate. The dean who goes into a position demanding respect and compliance based solely on the title will many times have their head handed to them by faculty and administration. The opposite occurs when a dean feels little or no control and abdicates the power they have.

Expertise—is based upon your knowledge, skills and experiences. Deans should have this power base as it was probably an important factor in getting the job. Expertise is strength when it is recognized and valued by

stakeholders. It is your responsibility to communicate to people your capabilities. Expertise is also a function of your values, attributes, personality and how you interact with others.

Reward and Coercive—understanding what the person and/or group you are trying to influence values or what is seen as being negative is a powerful base. Rewarding what is valued is very powerful and motivational. Attacking a person or group can be negative. To prevent this coercion from being abusive the leader must focus on potential negative outcomes and appeal to what is valued. Coercion used in a punitive, personalized and non-performance way is p -power at its worse and seldom works. The best way a dean can use this base is to understand what the person or group values and focus on that in an objective way.

Political—nowhere is politics more intense than on the campus and any dean who does not appreciate and take that into account when planning to attempt an influence activity is sure to fail. Deans can increase their political power by continually working to be connected, both within their respective schools, within the alumni and business community, and on campus.

Referent—this power base is one of the most powerful available to a dean because it comes out of the respect and track record they have established while on the job. Deans with high s -power are usually most effective at developing this base.

Opportunity—being in the right place at the right time can make you look like a hero, but you can't build a career as a dean on being a one-hit-wonder. Effective use of this power base occurs when you constantly scan the horizon and look for weak signals that can be pointing you to growth and development opportunities. Broaden your horizon, read, attend educational events, and listen to all around you to identify new initiatives that can benefit the school and buy you a lot of credibility.

Organizational Focus and Information—understanding the highly val-

ued functions and areas on your campus can help you understand how things work in the college. If you happen to be the area of focus on campus enjoy it but don't flaunt it, if you are not in that area then builds alliances with them. Information is a source of power; unfortunately many times deans are so busy they lose touch with what is going on in their school, on the campus, in the community or in business and industry. Deans have to find ways to get information; they need to use their networks and engage areas of organizational focus.

The key to the effective use of power bases is to utilize as many of them as possible. Most of us are pretty good at one or two of the power bases, but that isn't good enough, you must draw on as many of the bases as possible. What is your personal power inventory? Take a moment and rate yourself on a scale of 1 to 5 on each of the power bases. Do a SWOT and determine what you need to work on.

Influence Techniques

Now that you have a handle on your motives and those of the people you are trying to influence, and you have developed your power bases it is time to look at your influence techniques. The influence techniques are derived from material developed by the Hay Group. As with the power bases it is easy to rely too heavily on a few of the techniques. The techniques are below.

Empowerment—is delegating sufficient authority to those who work for you so they can get the job done. Using effective communication approaches to the people you are trying to influence that underscores their importance to the project and assurance that they can do it.

Interpersonal Awareness—it is tough to empower someone if you don't know them. To use this technique you have to invest time upfront to understand your people. Deans need to know what they value, their motives, concerns, and what they want to accomplish.

Bargaining—is a traditional business technique that implies that if you

work with me. I'll work with you. In essence you gain support by exchanging something of value with those you need to influence.

Relationship Building—is an essential skill in an academic environment as you often have to build key relationships so that when issues arise you have a sympathetic ear. This is done by investing the time to know people before you need their help and showing that you value them and understand their perspective on issues.

Coalition Building—is accomplished by identifying and getting the support of key people, once again before you need them. You identify key movers and shakers in your world and build relationships with them.

Common Vision—involves developing a compelling vision of what you are trying to accomplish and then using that vision to create a picture in their mind that engages them and entails organization goals and objectives.

Impact Management—is the art of presenting ideas in a way that gets the attention of those you are influencing without alienating them. As a dean you are often presented situations where faculty get bogged down debating the mundane, with impact management you show them the need to move forward without attacking them or their values.

Logical Persuasion—this approach is fact based and uses logical reasoning and data to convince others. The key here is to remember to use the facts that are relevant to your audience, not you.

Coercion—gets the attention of those you are attempting to influence by focusing on pressure points, theirs, the colleges, alumni, etc. You focus on the consequences of not doing things as planned. Appealing to motives can be very effective here.

Incentives and Rewards—within the performance management system at your institution, what incentives and rewards can be offered. With faculty that may be increased compensation,

travel, recognition, development funds, and/or promotion.

Developing an Influence Strategy

Now that you understand the motives, power bases, and influence techniques, it is time to put them together and develop a strategy to achieve your goals. Jeffrey Pfeffer talks about the power triangle and how the key aspects of influencing are your communication skills, recognition skills, and the influence strategies you bring to bear on the situation.

Developing your skills in the triangle starts with developing your message and the clarity of the goals and objectives. Many times we have a clear picture of the outcome in our minds but fail in conveying that message verbally or in our written communication. As deans we have to be careful because what we say and do will be interpreted in a number of ways. Next comes recognition skills; why is what you want to do or change important to them, where will they be coming from, what will be the hot buttons, what will engage and what will repel them. You can only find the answers to these questions by building your power bases and using the techniques above to understand their point of view. Finally Pfeffer talks about influence strategies; this is where you tie everything together and start to develop your plan for getting to the end state. Here is where everything comes together in a well thought out plan that looks for strengths, weakness, opportunities and threats.

At this point in your planning you should be asking questions like:

1. What are your motive and power bases?
2. What are the motives and power bases of the faculty, administrators, departments, and staff you need to influence?
3. What are the motives and power bases of your alumni, the business community, and key donors?

4. What strategies do you need to consider in order to achieve your goals?

As you formulate your strategy, there are three keys to keep in mind:

1. **Establish Credibility**—What is the value you and your proposal bring to the organization? What power bases are you utilizing; make sure you are not using a p -power approach? What are your intentions, disposition and demeanor? You must be seen in a positive light to move your agenda forward.
2. **Logical Persuasion**—Ensure that your facts are correct and supported. Make sure your logical argument is relevant to the audience, not just to you. Remember that high achievers focus on facts, figures and the logical presentation of data.
3. **Emotional Appeal**—After everything is done in the first two steps, don't forget that people react to their emotions. Supplement facts and figures with an appeal to higher organizational and societal goals. Appeal to their joys, fears, and organizational pride. Madison Avenue has mastered the emotional appeal, one only has to look at how Sport Utility Vehicles (SUVs) are used and then compare that to the advertisements on television to see what sells.

Hopefully I have given you a framework to build your power and influence strategy to be an effective leader. As a dean in an academic setting I have found success in thoroughly thinking through an influence strategy. At times I am amazed at how people can attack a plan simply for the sake of attacking and having factored some of these skills into the equation has helped cope with that type of behavior.

In conclusion, remember to always establish your credibility, use a positive tone (even when attacked), ensure the clarity of your presentation, build a strong and logical case, tailor your approach to the audience, appeal to their interest (and motives), and use emo-

tional appeals as necessary to close the deal. Good luck in influencing.

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