Fixing Our Cultures

Normative Leadership is a model I evolved over the past 38 years. It is a combination of my education, experience and innovative contributions to the model my mentor taught me. We used it in the mid-1970's to create a very successful normative model in the field of juvenile corrections at the Glen Mills Schools near Philadelphia, PA.

Normative Leadership skills are timeless and will never go out of style unlike the many management/organizational development trends that have come and gone over the past 40 years. While the concepts they promoted for developing world-class customer service, total quality productivity and dynamic leadership, etc., promised excellent results, the effectiveness of these programs was always contingent upon the commitment of the leader and the state of the organizational culture in which the program was being implemented. More often than not, after a quick start, the program would die a slow death and eventually give way to the dynamics of human nature and the normative culture.

All leaders throughout history have used normative skills in building, leading and/or destroying the cultures they have created. These skills are being used today, and will also be used by leaders long into the future. Good leaders have a gut level understanding and ability to use normative skills. Unfortunately, I cannot present all of the Normative Leadership concepts and skills in this series. However, I will provide some key components of the Normative Leadership system that you will be able to consciously incorporate into your life and the style you use in leading others.

I must warn you, however, these skills are both a blessing and a curse. The blessing is that you will be able to see things in situations that other people cannot see. You will be more perceptive in reading the dynamics of a situation and be able to identify the real issue that needs to be addressed. You will have some of the leadership skills to fix the problem. Unfortunately, most people would rather turn a blind eye to the problem and ignore it. Or, if pressed to act, they will define strategies to address only the symptomatic issues in order to maintain the status quo so as to give the appearance of wanting change. While you might be trying to do the right thing, others might not want to forego their vested interest in doing something different. You, then, become a threat to the individual or group and must be vigilant in protecting yourself while you forge ahead.

So, let us begin our journey . . .
1. The Attitude Behind the Skills

Normative skills, like anything else in life, are very dangerous skills when used improperly. Adolf Hitler used normative skills, as did George Washington. The attitude behind the skills is the major differential that determines the impact the leader has on the group. The philosophy I teach as the attitudinal foundation for using the skills is Helpathy.

This is a buzz-word born in 1988 with a slip of the tongue. It is the combination of the words help and empathy. By my definition, Helpathy is a spirit that exists within a group embodying TRUST, UNDERSTANDING, MUTUAL RESPECT and COOPERATION to encourage the individual and collective development and use of human potential.

A group that shares this philosophy will encourage group members to maintain their individuality while being a part of the group. It also encourages individuals to develop and use their God-given talents and abilities to help themselves and the group. It is in creating this culture of balance that all can maximize their individual and collective potential within the group. However, each group member must also realize that in order to maintain an element of order in the group, the leader must establish behavioral parameters for the group members. Therefore, each member must be willing to sacrifice a bit of his/her individuality to build a strong team culture.

When conflict arises among the group members, the normative skills play a key role in providing a frame of reference for bringing the group and individual back into balance in a supportive, yet challenging, fashion. The normative skills without the Helpathetic philosophy is a formula for disaster. In using this attitude, remember the acronym STOP. This represents four areas (Self, Task, Others and Process) that a leader must review when modeling this philosophy.

SELF:

You have learned many beliefs throughout your life that have shaped your attitude regarding people and things. You have a tendency to judge others according to your beliefs regarding what you feel is the appropriate behavior in a given situation. When others do not meet your expectations, you will respond via whatever emotion you feel is appropriate.
Part 2: Fixing Our Cultures

Therefore, always check what you are feeling whenever a conflict situation arises with an individual or within the group. Ask yourself:

* What am I feeling right now?
* What did I do to contribute to this situation? What didn't I do?
* What is my belief about this situation?
* What are my biases regarding this situation?
* What could I have done differently that could have prevented this situation from occurring?

Checking your feelings and taking ownership over the part that you played in the situation will spare you from an emotional over-reaction that you might regret later.

TASK:

This step helps you in examining the content of the issue or problem in question. Ask yourself:

* What is the issue in question?
* What is the scope of the issue?
* Is this issue merely a symptom of the real problem?
* What is the real problem? Are there any hidden agendas involved?
* Whose responsibility is it?
* What other areas does this problem overlap?
* Who are the individuals I need to involve in resolving this issue?

OTHERS:

You have taken the time to check your feelings/beliefs regarding the situation in question. Now, take some time to understand what the other parties involved might be feeling. They, too, represent a collection of beliefs that have enabled them to survive throughout life. Remember, several individuals can experience the same stimulus and all react differently according to their particular beliefs. Ask yourself:

* What might the other party(s) be feeling about the situation? Why?
* If I were in his/her situation what would I feel? Why?
* What reason would he/she have to act this way?
* What cultural factors might be influencing him/her?

Remember, everybody is doing the best they can based on their current beliefs. You don't know what other individuals have experienced in their lives, and therefore, should look past the initial behavior in question to the motivating factors behind the behavior. If you continually judge others by your standards, you will only set yourself up for disappointment. Some will hold
beliefs similar to your, while others will not. Understand this and view this as a challenge to bridge the gap for self-growth, or in being a facilitator in helping another to grow beyond his/her belief. Focus on the behavior and not the person.

**PROCESS:**

**Reading** the process simply means reviewing the series of events that led up to the situation in question. It is placing these events in a logical and sequential order to understand why this situation occurred. Ask yourself:

* What were the series of events that led up to the situation?
* Who were the parties involved?
* Is there a normative behavior that is responsible for this situation?
* What are the individual patterns of behavior of the parties involved?
* How did they contribute to the situation?
* Where would I place these individuals on the Force Field? The Polsky Diamond? (Defined later).
* What belief might he/she have that influenced this situation?

Reviewing these four areas before you act, or re-act to situations, can help you be more balanced in your response to the situation in question. It will help you internalize the Helpathetic attitude of using 20/20 hindsight in the present so you will not have to regret something you said or did because you acted, or re-acted, emotionally or irrationally.

It is very hard to catch yourself when your emotions want to take over during a conflict situation. Sometimes, you have to make a split second decision and respond to a situation that has occurred. Using the Helpathetic attitude will be viewed as weakness by some. You will be tested by others seeking to control you and/or assert their power over you. Somehow, you must STOP, and respond in the manner that will help you attain a constructive resolution to the issue at hand while influencing others to challenge themselves to be more Helpathetic in their responses to others in the future.
Part 2: Fixing Our Cultures

2. Principles First

In Part 1, I spoke of the Five Ps - the motivating factors behind one’s quest to attain things in life. The order in which one places each will determine the behavioral strategies one will use on a daily basis. It is my contention that the order should be as follows:

1. **Principles** - Your moral/ethical compass that guides you to do the right thing because, it’s the right thing to do. A person with principles can always be trusted to do the right thing in any situation. This is character.
2. **Purpose** - You are on this planet at this particular time in history for a reason. You must sense what that reason is, and pursue it in order to be truly happy in life. If you find your purpose and pursue it, you will never work a day in your life. Be aware of the purpose behind your actions.
3. **Power** - In order to get things accomplished, you need to have some influence with others. A person of principles uses power wisely and humbly. Power should not be used to control others. It should be used responsibly to serve others.
4. **Politics** - We must learn to work with others who often don’t share our beliefs or values. We must learn to collaborate win-win solutions to our problems. Sometimes we must lose the battle to win the war. Can you compromise your viewpoint without compromising your principles?
5. **Profit** - If you do what you love, are passionate about it and are compassionate in your interactions with others, the rewards will come. Walking the right path in life will open doors for opportunities to meet your financial needs and wants over time.

Too often, power, politics and profit bump principles to the end of the list. When this happens, you lose the rudder that guides you toward a more balanced, ethical use of the skills.

3. The Behavioral Characteristics

We must now identify and define the universal benchmarks or normative parameters to measure and/or assess human behavior. This criteria can be applied to any man or woman walking this planet. You could be a world leader, CEO of a company, doctor, teacher, auto mechanic, a Republican or Democrat, union or non-union member, a Catholic, Jew or Muslim, atheist, movie star, professional athlete, politician, gay, straight, married, single . . . it doesn’t matter. While there are many behavioral characteristics that can be used, I will try to offer 10 key characteristics that can be universally applied to all people. I will also offer a brief description of each so that you can assess an individual’s behavioral choices and how these behaviors affect the culture within the group/organization. They are:

A Belief in God (Principles), Integrity, Accountability, Common Sense, Pride, Self-reliance, Concern for Others, Initiative, Perseverance, Respect.
1. **A Belief in God (Principles):** Throughout history, man has always worshiped something bigger than himself. There is that Supreme Being who we call upon in times of necessity or tragedy who will hopefully intervene in the situation and make it right. He goes by many names - Yahweh, Jesus, Allah, The Great Spirit. He is a universal God who is defined by each particular religion’s dogma. However, it is these dogmatic differences that have caused men to kill one another in the name of their god throughout the centuries. Sadly, religion has often been used by its leaders as an excuse to provide the *smokescreen* for the real agenda - power, politics or profit!

So, let’s keep it simple and find some common ground for this eternal source of conflict for mankind. My thoughts:

* There is one God.
* The essence of God is love. So,
* Love God and love your neighbor as yourself.

If men truly lived the tenets of their respective religions, the world would be a better place. Those who deny the existence of God can be guided by principles and by just treating others as they wish to be treated. This is just being a good human being.

2. **Integrity:** This is nothing more than being a person of character; someone who can be trusted to do the right thing even when no one is looking. It is speaking the truth even when others do not want to hear it. It is being a person of your word.

3. **Accountability:** This means being responsible for your actions. It means following through on commitments and meeting deadlines. It is being consistent in practicing what you preach on a daily basis.

4. **Common Sense:** This is using the logic a reasonable, rational individual would use in deciding a course of action in a situation. Remember, all evidence is self-serving to the beliefs of the person interpreting it, and stupid is as stupid does . . . and says.

5. **Pride:** This is having a sense of satisfaction or fulfillment regarding who you are and/or what you, or others, have achieved. It is demonstrated when you do things in a quality, professional manner and hold yourself to high standards regardless of what others do.

6. **Self-reliance:** This characteristic means taking responsibility for your life and doing what ever you can to develop and use your God-given talents and abilities to achieve and acquire things instead of expecting others to do things for you.

7. **Concern for Others:** This is demonstrating compassion for your fellow man by helping others to improve the quality of their lives through your temporary assistance and their hard work. It means giving of your time, talents or resources in a way to help others so they can overcome the
Part 2: Fixing Our Cultures

obstacles they face and become more self-reliant.

8. **Initiative:** This is being a self-starter. This means taking action to do something to have more control over one’s life or situation, rather than just talking about what should be done or allowing others to do things for them. It is having a *can do* attitude.

9. **Perseverance:** This is the ability to endure and overcome the obstacles that surface on a daily basis. It is having the determination, patience, flexibility and creativity to sustain your focus and effort to achieve your goals.

10. **Respect:** This is treating others the way you would want to be treated. It is treating all people, regardless of their status in life, with dignity. It means not taking advantage of others for your own selfish needs.

4. **The Force Field Assessment**

This a valuable tool that enables you to understand the type of culture that exists within a group. The above behavioral characteristics serve as the criteria for defining the behavior that you want to see all group members/employees model. Once defined, this puts everyone, from top to bottom, on the same page. In an ideal world, if all employees consistently modeled these characteristics, the end result would be a highly productive and profitable organization. However, the reality of what actually happens is much different. This is where the Force Field becomes an invaluable resource to a leader.

The Force Field is made up of five columns. Using your ten behavioral characteristics as the benchmarks, place the name of each employee in the appropriate column that best describes the behavior he/she models on a consistent basis. The column criteria:

- **Strength Column** = Consistently models the behavioral characteristics; solid performer; a person you take with you if you started a new organization; will challenge others who model opportunity behavior.
- **Opportunity Column** = Consistently models the *opposite* of the behavioral characteristics; a negative influence on others; can be a disruptive force in the team.
- **Developmental Column** = Individuals who need extra attention/supervision in order to develop and utilize their full potential.
- **On the Line (Between Strength and Developmental)** = This column indicates movement by individuals who are not solidly in the strength or developmental column; an arrow next to their name indicates which direction the individual is headed; *improvement* is indicated by an *arrow toward strength* and *concern* is indicated by an *arrow toward developmental*.
- **On the Line (Between Developmental and Opportunity)** = Also indicates movement; arrow depicts which direction; *improvement* is indicated by an *arrow toward developmental*; *concern* is indicated by an *arrow toward opportunity.*
*Note: The term *opportunity* is used to define this column for the following reasons: First, even though individuals in this column are, in essence, modeling negative behavior, they have an opportunity to change their behavior and become more of a strength in the organization. Secondly, it is an opportunity for supervisors and peers to be supportive, yet challenging in helping these individuals to change or modify their behaviors.

The above Force Field example now gives you insight into what is happening within the group/organizational team. If most people are in the strength column, you have a good culture that is consistent with what you want as the leader. People see problems and try to fix them. They do the right thing and try to reinforce this with others. They also try to challenge those in the opportunity column regarding the unacceptable behaviors they are modeling. This can lead to interpersonal conflict which results in constructive change when handled correctly.

If most are in the opportunity column, they are doing the opposite of what you want. Individuals
Part 2: Fixing Our Cultures

in this group are doing things to overtly or covertly undermine you and your authority. They not only model negative behavior, but often encourage others to join their sub-group or apply varying degrees of peer pressure to make individuals conform to what they want.

If you have a large number in the developmental column, this can be compared to the silent majority who do what is expected, see things that need to be addressed, but say nothing. However, they will voice their feelings outside of the formal work arena with co-workers with whom they feel comfortable. It’s the somebody (else) should do something reaction.

Those on the line are prime for extra supervisory interventions to help them to move further into the strength or developmental column, or deter them from moving backwards toward the developmental or opportunity columns. Supervisors could also enlist the aid of strength employees to use peer intervention/support with their colleagues in the opportunity column to help them move along the force field toward the strength column.

You may be the formal leader of your team, but within your team, there are individuals who have informal status and leadership over their peers. By observing the dynamics of your team (who listens to whom, who has the power to influence the direction of the team, etc.) you can be more effective in establishing a strong, strength-oriented normative culture by working with, and through, your informal leaders. This is the 80/20 rule in operation. In other words, 80% of the time that you spend developing, changing or managing your group/organization’s culture, will be spent on 20% of the individuals (leaders) on your team. As the leaders go, so goes the group!

5. The Polsky Diamond

In 1962, Dr. Howard Polsky published a book entitled Cottage Six. His book was a study of a group of adolescent males who were committed to a residential school for delinquents in New York state. The main purpose of this study, as Polsky writes, was to:

...describe the process by which a delinquent subculture emerges, and is perpetuated and transmitted to new members. (Cottage Six, p.44)

While his research was done with juvenile delinquents, this diamond illustrates a very powerful dynamic that is in existence in every group.

The Diamond illustrates the informal power system that exists within a group. It is the pecking order that determines the hierarchy of status within the group. In understanding this, you can read the group's dynamics, and deal directly with the power individuals in the group in order to affect evolutionary change. Note: The Diamond below presents several adaptations to Polsky's work. Adaptations include: The High Status Isolate role is added and the term Politician is substituted for (Con Artist). Additionally, Go-for (Bushboy) is used with non-delinquent groups.
LEADER
The person with the most informal power in the group. Knows how to read group dynamics and can use the normative skills to organize a group to accomplish a goal. The group provides loyalty in return for direction and vocal support in promoting the group’s cause.

LIEUTENANT
Supports the leader and follows through with the high priority tasks assigned by the leader. The lieutenants protect the leader and are responsible for damage control issues when things go wrong.

POLITICIAN
This individual is excellent in reading situations and adjusting his behavioral response to manipulate facts in order to keep the issue off of the leader, or himself. Plays it safe and tries not to make waves or deviate from the status quo. Will do what is politically expedient to benefit his, or the leader's, agenda. Plays both sides of the issue until he reads which way the majority decides to go, and then jumps on board to fit in. Doesn't like to take a risk and challenge negative norms until forced to do so. Low trust level with this individual. Tells people what they want to hear to advance a self-serving agenda.
**Part 2: Fixing Our Cultures**

**HIGH STATUS ISOLATE**
An individual who has status in the overall group, but is only a fringe member of the inner clique. The isolate is a non-conformist to a certain degree, and the group accepts (or tolerates) this behavior as long as he operates from a solid base of power.

This constitutes the **HIGH STATUS**, or **BIG CROWD** on the Diamond. The **LOW STATUS**, or **SMALL CROWD** is as follows:

**ISOLATE**
An individual who is a loner in the group. This individual is comfortable in anonymity and just quietly does his job.

**DYAD**
Two people who, for whatever reason, share a common interest with one another. They are basically a support group of two. When not together, they are isolates.

**GO-FOR**
An individual to whom is delegated all of the menial or insignificant tasks or responsibilities that the higher status members of the group do not want to do. A **talking head** with no power.

**SCAPEGOAT**
The individual in the group with the least amount of status. The above low status members have more status than the scapegoat. Also known as the **fall guy** who is blamed when things go wrong.

**HOW THIS "DIAMOND" IMPACTS UPON THE GROUP IS DETERMINED BY THE NORMATIVE CULTURE THAT EXISTS WITHIN THE GROUP.** If the norm is, "around here, most people are expected to do whatever it takes to get ahead," the Diamond will have a harmful effect on the team. Power plays (setting team members up to fail or hurt their reputation) will be the way to protect your own turf. Whereas, a team whose norms support teamwork will treat all individuals with respect, no matter what role the individual might have on the Diamond.

In the Force Field example above, you will notice two names in the strength column, one in the on line column and developmental column and two in the opportunity column that are all highlighted in black with red stars beside them. These individuals have informal leadership and power within the team. Quite simply, you want to reinforce what your strength leaders (**Bob** and **Robbie**) are doing and challenge what your opportunity leaders (**Simeon** and **Mary**) are doing. Additionally, you want to develop strategies to stop **Stacie** from slipping into the developmental column and work with **Angie** to move her into the on line column toward the strength column.

As you begin to question/challenge the individuals who model the opportunity behaviors, conflict will inevitably arise. When you try to hold these individuals accountable for their work-related performance/behavior, they will resist and try to **spin** the issue and project it back onto you or
someone else. When their *illogic* doesn’t work, they may shift to playing the discrimination, race, gender, legal, age, disability or whatever *card* they can play to try and bully you to back down. In a union shop, sometimes the *grievance* or threat of a grievance is used to avoid accountability. This is why it is important that you as the leader, address *performance/behavior from a “normative” perspective*. You do this by transcending the card the individuals plays to avoid accountability and focus on the Force Field criteria that was identified and defined for the team by the leader and/or team. Together with your documentation outlining the facts and data to support your position, you can use your facilitative skills to resolve the issue in a constructive manner.

Once an individual deviates from the criteria, theoretically, the strength peers should question the change in order to help the individual (informally) to resolve whatever issues might be affecting the performance. If the peers are unsuccessful, (formal) supervisory intervention will be necessary.

Ideally, the best case scenario is to manage the opportunity leaders across the Force Field so they willingly change their behavior and become strength leaders. This will take time, patience and good 1-1 skills. However, in doing this, you will build trust and create strong allies who will use their influence constructively with their followers, and ultimately, bring them into the strength column. This makes for a stronger organizational culture. Opportunity leaders who choose to remain in the opportunity column, despite your interventions, may need a more formal disposition—such as suspension or termination. Remember, individuals make choices regarding their behavior, and with these choices come consequences. If the opportunity individuals fail to respond to your help, as the formal leader, you have an obligation to do what is best for the group and/or organization. You don’t fire individuals - they fire themselves!

The Force Field criteria serves as a logical, concrete frame of reference to address normative behavior and enables the leader to take a strong stand to insure consistency and fairness within the team. The informal opportunity leader on the team cannot be more powerful than you, the formal leader. If you do not gain normative control over your team, the inmates will run the asylum, and those employees in the developmental and strength columns will be at the mercy of the *bullies* in the opportunity column who are really running the organization. Consequently, good employees will be over worked and eventually burn out, teamwork will give way to finger-pointing and blaming others for mistakes, productivity will suffer and a culture of poor service delivery to your customers/clients will affect your profitability.

6. **Key Strategies for Change**

The Helpathetic philosophy, putting principles first, the 10 behavioral characteristics and using the Force Field and Diamond are key aspects of the Normative Leadership model that can help a leader to understand the dynamics of the organizational culture. The following are some additional strategies for building the normative infrastructure (systems) within your group or
Part 2: Fixing Our Cultures

organization:

A. **Commitment to Change**: You must be committed to the change process as a leader, otherwise, the change will not take root.

B. **Leadership Role Modeling**: You must be willing to practice what you preach. You must live the behavioral characteristics on a daily basis. Be what you want others to be.

C. **Challenging Opportunity Behavior**: When you observe someone modeling unacceptable behavior, you must question/challenge it. Otherwise, you are condoning it. You cannot afford to turn a “blind eye” to opportunity behavior.

D. **Reinforcing Strength Behavior**: Identify ways to reinforce/reward those individuals who model strength behavior. Give them incentive to continue being a strength performer, otherwise, they may become frustrated and indifferent and begin moving toward the developmental column.

E. **Effective Use of Communication Systems**: Good communications is an integral part of any organization. Systems need to be developed to insure that information flows from top to bottom and back up again, so that all have the correct and necessary information to do their respective jobs. Meetings, emails, 1-1 meetings, etc., should be timely and efficiently utilized.

F. **Performance Measurement Systems**: This entails defining systems to ensure accountability. Job descriptions, performance reviews, the Force Field, statistical data and merely asking questions such as: By when? To whom? How many? Why? can provide measurable standards of performance for accountability.

G. **Employee Selection System**: The 10 behavioral characteristics provide the benchmarks of your organizational culture. They should be used in assessing candidates during the interview process to improve the chances of hiring strength individuals who will assimilate more easily into your organization’s culture.

H. **Employee Orientation Program**: Provide new employees with a formal orientation regarding policies, procedures, etc., during their first week of employment. Teach them about your organization’s informal culture - the Force Field, the norms crisis they will experience in the job and how they will be expected to respond to the peer pressure they will receive. This will make them better prepared for reading the dynamics of the team and in dealing with co-workers who may be operating in the opportunity column.

I. **Employee Training and Development Program**: Provide relevant classroom and on-the-job training for employees to give them the necessary tools (skills) to do their jobs. Additional normative training helps them to further understand the dynamics of the culture and provides skills for them to develop normative skills for use in leadership positions.

J. **Team Support and Follow Through**: This strategy helps to develop a team-oriented culture. It stresses the importance of balance in maintaining one’s individuality while being a member of the group. It promotes consensus agreements when necessary, but respects the leader’s right to override the group if the need arises and with good cause. Everyone is expected to contribute and follow through with commitments and deadlines.

K. **Consistency! Consistency! Consistency!**: Practice what you preach. As a leader, you are constantly under the behavioral microscope. Lead by example.
As I mentioned, good leaders use normative skills from gut level perspective. They know how to set the behavioral parameters for the group by challenging the behavior they don’t want and reinforcing the behavior they do want in their group. They try to model these behaviors and practice what they preach. They develop communication systems and reinforce accountability for behavior. They teach the group what they need to know in order to get a job done and evaluate results to improve performance. They demonstrate a commitment to excellence and consistency in what they do. By doing this, they are more likely to have a closer alignment of the informal, normative culture (what really happens) with the formal culture (what is supposed to happen).

While there are many more concepts and skills within the Normative Leadership model that provide a leader with more sophisticated tools for managing the organizational culture, the simple, common sense approach outlined above constitutes the basics for consciously setting and managing the culture within the group/organization. However, the leader’s effectiveness is predicated on the style the leader uses in leading others. A leader’s style is influenced by many factors. One’s beliefs, values, pattern of behavior, experiences, the organizational climate, are all contributing factors that influences a leader’s style. Remember, also, that just because an individual is in a leadership position doesn’t mean that individual is a leader.

The norms crisis we are facing in our world today is a result of a leadership crisis that has been allowed to exist within our organizations. Many highly credentialed individuals at the helm of organizations in all fields, unfortunately, have placed politics, power and/or their pocketbook before principles when making decisions. Their modeling behavior is mirrored by their direct reports and the norms they create, filter down the line to employees. The culture then evolves into a self-serving environment where profitability, compensation packages and benefits are placed ahead of customer service and what should happen. And, too often, the leaders who perpetuate the decline or destruction of their organization are rewarded with hefty severance packages for failing.

Certainly much of the onus for the creation of a dysfunctional culture rests with the leader. However, employees must also share in the ownership. They too have an implied responsibility to safeguard the organization’s culture. Those who read the dysfunctional, opportunity dynamics of the culture can choose to reinforce the behaviors. By making this choice, the leader will reward them with protection, status, job security and perks for maintaining the cover up. If they challenge the behaviors, they become a threat to the leader and pressure will be applied to buy their silence. If they do not compromise their principles and side with the leader, the pressure will be increased and strategies will be defined to further chastize them until such time the threat is neutralized or the dysfunctional behaviors are brought to light. Those who turn a blind eye and do nothing, will survive by keeping quiet and continue to play the politics of un-involvement.

So, if a leader creates the culture and the employees reinforce the culture, how can both grow
Part 2: Fixing Our Cultures

beyond themselves and operate from a more principle-oriented mode to bring their organization culture back in balance? The answer is in Part 3, Becoming a Normative Leader.

Bibliography


