Leadership Styles and Strategies

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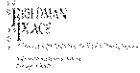
FRIEDMAN PLACE

FRIEDMAN PLACE

- Not-for-profit Supportive Living Community
- 85 adults age 22 – 90+
- All residents are blind and live in individual apartments and receive a wide range of physical and behavioral health services
- 70 employees – nurses, certified nursing assistants, social workers, activity staff, dining and housekeeping staff, etc.

OUR WORK-WORLD HAS CHANGED IN RECENT YEARS...

- Fewer levels of hierarchical control – flatter

  Looser boundaries – shorter tenure of employees, use of contractors, role of consumers and other stakeholders in decision-making

- Sensitivity to stakeholder needs and wants and greater efforts to respond positively to a wider range of stakeholders

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- Flexible organizations that are open to change

- Increased complexity and relationships with a broader range of stakeholders

- Workers wanting greater personal satisfaction and meaning from work

- Pressure on productivity and cost-containment – accountability

- *From* job simplification *to* increasing job complexity and scope

- *From* single jobs *to* multiple, related jobs

- *From* Job tasks determined by management *to* some tasks determined by management, others by the employee

- *From* many external controls *to* self-controlled individuals, looser schedules, self-governing teams

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Old Economy (product oriented)

- Based on logic of managing manufacturing industries
  - Standardize products to bring down costs; it is too expensive to give individual customers exactly what they want
  - Expand the market and organizational size to achieve economies of scale
  - Push sales onto customers; efforts to sell and promote the products in order to win as much volume as possible
  - Goal is to sell products
  - Replicate the same procedures and practices at all locations
  - Focus on efficiency
  - Hierarchical, centralized, highly controlled by rules

New (Digital) Economy – (market oriented)

- Based on the management of information industries
  - A greater variety of goods and services (and nonprofits) and information readily available
  - Information can be infinitely differentiated, customized and personalized and can reach great numbers of people very quickly
  - Focus the market where it will be most beneficial; from markets to the market of one – sense and respond
  - Focus on selling *experiences*
  - Companies view themselves as exploring, creating, delivering customer value.

- Focus on capturing the imaginations of customers, partners and employees.

- Hypercompetitive markets with customers easily able to compare products and services

- Partner with customers to achieve sales – customer-centric

- Flat, non-hierarchical, flexible rules

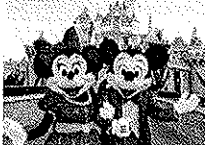- Focus on core organizational competencies and outsource the rest

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Old vs. New Economy: IKEA

- *Old Economy Mission: To Sell Furniture*

- **New Economy Mission: Stands for a better life for the many.**

Old vs. New Economy: Disneyland

- *Old Economy Mission: Sell tickets to an amusement park*

- **New Economy Mission: We are in the make people happy business**

Slide 1

Old vs. New Economy: Starbucks

• *Old Economy Mission: Sell coffee, snacks & lunch*

• **New Economy Mission:** to inspire and nurture the human spirit – one person, one cup and one neighborhood at a time

Slide 2

What is Leadership???

Slide 3

Leadership

• Is a process coming from the leader as a person and the two – role as leader and characteristics of the person - are indistinguishable
  • Is it also impossible to distinguish the leader from the situation and circumstance?

• Involves influence of one person towards other(s), although both parties attain certain mutual (and other) goals

• The relationship develops over time and involves transactions, including the leader providing resources and in return receiving greater influence, status, recognition, esteem, etc.

Slide 4

Leadership versus authority

Slide 5

Dimensions of Leadership (Pierce & Newstrom)

• *Consideration*
  • Behavior indicative of friendship, mutual trust, respect, and warmth

• *Initiating Structure*
  • Behavior that organizes and defines relationships or roles, and establishes well-defined patterns of organization, channels of communication, and ways of getting jobs done.

• *Production emphasis*
  • Behavior which makes up a manner of motivating the group or greater activity by emphasizing the mission or job to be done.

• *Sensitivity (social awareness)*
  • Sensitivity of the leader to, and his/her awareness of, social interrelationships and pressures inside or outside the group.

Slide 6

Leadership Traits

• *Capacity*
  • Intelligence, alertness, verbal facility, originality, and judgement

• *Achievement*
  • Scholarship, knowledge, athletic accomplishments

• *Participation*
  • Activity, sociability, cooperation, adaptability, humor

• *Status*
  • *Position, authority*

• *Responsibility*
  • *Dependability, initiative, persistence, aggressiveness, self-confidence, desire to excel*

Leadership Traits that Matter (Pierce & Newstrom)

- **Drive**
  - Achievement, ambition, energy, tenacity, initiative
- **Leadership motivation**
  - Personalized power motive (power as an end in itself)
  - Socialized power motive (power for the benefit of the organization)
- **Honesty and integrity**
  - Correspondence between word and deed
  - Being truthful or non-deceitful
- **Self-confidence**

- Emotional stability
- Cognitive ability
  - Ability to gather, integrate, and interpret enormous amounts of information
- Knowledge of the business
- Charisma
- Creativity
- Flexibility

The Three Skills Every Leader Needs (Pierce & Newstrom)

- **Human relations skill**
  - Ability and judgement in working with and through people, including knowledge of principles of human behavior, interpersonal relations, and human motivation.
- **Technical skill**
  - Ability to use knowledge, methods, techniques, and equipment necessary for the performance of specific tasks.
- **Administrative skill**
  - Ability to understand and act according to the objectives of the entire organization, rather than only on the basis of the needs of one's own immediate group. It includes planning, organizing, the work, inspecting, following up, and coordinating the work.
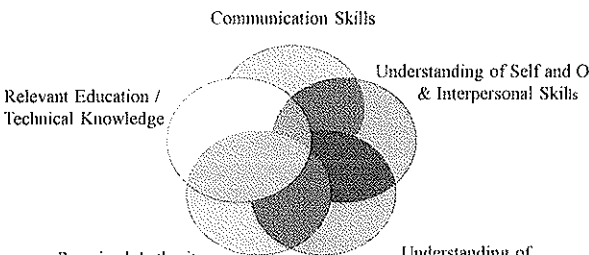

	Stephen Covey's Principles of Principle-Centered Leadership

- Continually learning
  - Reading, training, listening
 	
- Service-oriented
  - Life is a mission, not a career
 	
- Radiate positive energy
  - Optimistic, positive, upbeat
 	
- Believe in other people
  - Don't overreact to negative behaviors, criticism, or human weaknesses.
 	
- Lead balanced lives
  - Aware of current events, have active social lives, many interests, physically active
	- See life as an adventure
	  - Savor life, like new adventures and experiences, comfortable taking risks
	
	- Synergistic
	  - See that the whole is more than the sum of its parts, productive, creative
	
	- Exercise for self-renewal
	  - Regularly exercise physically, spiritually, emotionally, and mentally

Findings from research into leadership

- **Leaders display a wide variety and range of traits**
  - Some are educational, demographic, physical, and intellectual
  - Some are status-based, skill-based, and energy

- **Individual traits are an important part of a leader's success, but only a small portion**

- **Leaders are proactive (rather than passive)**

- **Leadership involves developing a strong working relationship and orchestration of other people's activities**

Leadership is a Confluence of Factors and is Directly Related to Context and Environment

Communication Skills

Understanding of Self and Other & Interpersonal Skills

Relevant Education / Technical Knowledge

Perceived Authority (formal or informal)

Understanding of Vision / Mission

The "GREAT PERSON" theory!

- Great leaders are

  - born, not made; some people are "naturally" great leaders

  - have innate personality and character traits that allow them to become great leaders; the essence of leadership is in the person

  - have a common set of characteristics or traits, such as physical, demographic, intellectual, and personality

  - have *inherent* capacities, motives, and patterns of behavior that set them apart from others

Charismatic Leadership!

- Charisma is relational – it exists in the space between leader and follower

- Charisma is the capacity to inspire enthusiasm or devotion ("awe-inspiring", "magnetic", "aura", etc.)

- Inspire tremendous loyalty, passion, and motivation

- A key "test" of a charismatic leader is the extent of devotion and trust that the followers express and the extent that they are able to exceed their previous limitations and feelings of alienation/isolation.

- Followers may be unquestioning and obedient and have an intense emotional connection

Behaviors of the charismatic leader

- Leaders tend to behave as strong role-models of what followers should aspire to, set high goals, express strong confidence in their followers abilities to achieve goals, etc.

- Leaders tend to convey intense self-confidence, conviction in the rightness of their position and cause, and dominance (i.e., need for power)

- Leaders articulate very high goals that are lofty and transcendent, often including moral or value-laden components

PATH-GOAL LEADERSHIP

- The theory's main concerns are how the leader influences the followers' understanding of their work goals, personal goals, and paths to achieving those goals.

- Leaders are effective when they impact their followers motivation, ability to perform effectively, and satisfaction.

- Motivation, and how to instill it in followers, is very important.

PATH-GOAL LEADERSHIP

- An individuals attitudes (e.g., motivation, satisfaction with a supervisor and a job, etc.) can be predicted from:

  - The degree that the job or behavior is seen as leading to specific expected outcome

  - The evaluation of these outcomes

BEHAVIORS: PATH-GOAL LEADERSHIP

- The leader clarifies the kind of behavior the follower must demonstrate and that leads to the accomplishment of the stated goals (path clarification).

- The leader increases the follower's rewards by being supportive (e.g., being concerned about their status, welfare, and comfort)

- Leader's behavior is successful to the extent that it is seen as acceptable and satisfying to the followers, in the short- or long-term.

BEHAVIORS: PATH-GOAL LEADERSHIP

- Leader's behavior motivates followers when:

  - Satisfaction of the follower's needs is contingent on performance

  - The behavior complements the environment through coaching, guidance, support, and rewards
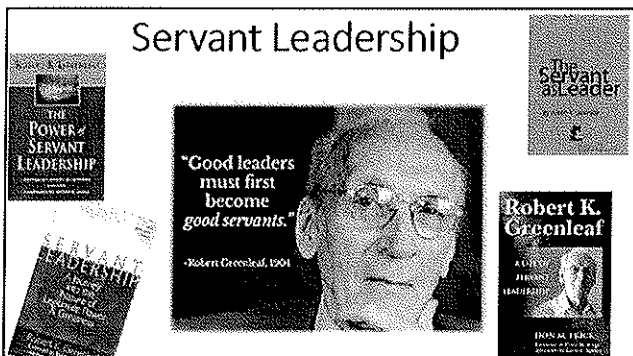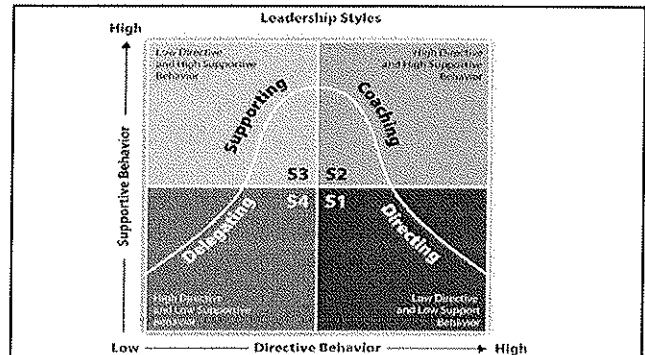
Context & timing?
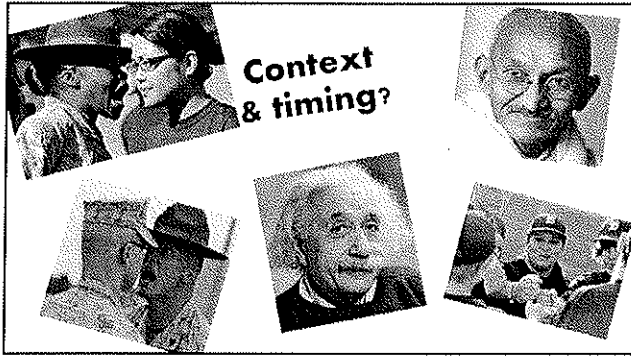
Situational (or Life Cycle) Leadership (Hersey & Blanchard)

- **Different situations require different styles of leadership**
  - Leaders need to be able to understand key characteristics of the organization and adapt their own behavior to fit the situation
  - Some leaders will naturally be better (or worse) suited to different organizations and situations
- **The chosen leadership style depends in large part on the readiness of the followers. Situations require different levels of direction (task) and socio-emotional support (relationship)**
  - Task behavior – the extent the leader spells out duties and directs duties, responsibilities and activities – tells people what to do
  - Relationship behavior – the extent the leader engages in two-way communication, such as listening, facilitating, and supporting

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Situational (or Life Cycle) Leadership (Hersey & Blanchard)

- The leaders styles are sometimes called **telling**, **selling**, **participating**, and **delegating**

- The readiness of followers is determined by how ready they are to perform a <u>specific</u> task (job readiness, ability to perform a specific task and psychological readiness, the motivation and commitment to perform the specific task)

- The leadership style used will fall along a continuum or grid and will vary from one task to another

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Leadership Styles

Servant Leadership

"Good leaders must first become good servants."

Robert K. Greenleaf

Servant Leadership

- Greenleaf (1977)
  - The great leader is first experienced as a servant to others.

- Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?"

- A servant leader's chief motive is to serve first, as opposed to lead.

- The servant-leader shares power, puts the needs of others first and helps people develop and perform as highly as possible.

- The Natural Desire
  - It begins with the natural feeling that one wants to serve, to

- The Conscious Choice
  - Then conscious choice brings one to aspire to lead.

- The Best Test
  - The difference manifests itself in the care taken by the make sure that other people's highest priority needs are being
    - Do those served grow as persons?
    - Do they, while being served, become healthier, wiser, freer, autonomous, more likely themselves to become servants?
    - And, what is the effect on the least privileged in society? benefit or at least not be further deprived?"

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characteristics of servant leadership

- **Listening**
  - deep commitment to listening intently to others, coupled with regular periods of reflection on what was (and was not) said
  - strongly seeking to identify and clarify the will of the group

- **Empathy**
  - striving to understand and empathize with others
  - recognizing that people need to be accepted and recognized for their special and unique spirits
  - assuming the good intentions of others and not rejecting them (as people), even when it is necessary to refuse to accept their behavior or performance.

- **Awareness**
  - high levels of general awareness, and especially self-awareness
  - using awareness to understand of ethics and values (see empathy)

- **Healing**
  - learning to heal is a powerful force for transformation and integration
  - One of the great strengths of servant-leadership is the potential for healing one's self and others.
  - many people have broken spirits and have suffered from a variety of emotional hurts and servant-leaders recognize that they also have an opportunity to "help make people whole"
  - the search for wholeness is something that the leader and follower do together

- **Persuasion**
  - persuasion, rather than positional authority
  - seeks to convince others, rather than coerce compliance
  - this element in contrast with the traditional authoritarian model
  - servant-leader is effective at and seeks consensus within groups

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- **Conceptualization**
  - ability to look at a problem (or an organization) from a conceptualizing perspective - beyond day-to-day realities – while also recognizing day-to-day needs
  - seeking to nurture abilities to "dream great dreams."

- **Foresight**
  - understanding the lessons from the past, the realities of the present, and the likely consequence of a decision in the future
  - Intuition

- **Stewardship**
  - Senior staff (and stakeholders) all play significant roles in holding their institutions in trust for the greater good of society
  - Stewardship is "holding something in trust for another"

- **Commitment to the growth of people**
  - belief that people have an intrinsic value beyond their tangible contributions as workers
  - deep commitment to the personal, professional, and spiritual growth of each and every individual within the institution
  - recognizes the responsibility to do everything possible to nurture the growth of employees

- **Building community**
  - senses that much has been lost in recent human history as a result of the shift from local communities to large institutions as the primary shaper of human lives
  - seeks to identify a means to build community among those who work within a given institution
  - true community can be created is for enough servant-leaders to show the way; by each servant-leader demonstrating his/her responsibility for a specific community-related group

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Leadership Styles and Authority

Laissez-Faire	Participatory	Directive
Employees do whatever they want	Consultative, consensus, participative	Authoritarian, directive, dictatorial

Leadership Styles and Authority

Laissez-Faire	Employees are told the general goals and do pretty much whatever they want in order to achieve them	"Our goal is X and I trust you to know how to work together and do it."
Participatory	Consultative, consensus, participative, benevolent autocratic	"We are all committed to the same thing so lets figure out how the group thinks we should proceed."
Directive	Authoritarian, directive, dictatorial, autocratic	"I will tell you what to do and you will do it because I am the boss!"

Emotional Intelligence

Emotional Intelligence is the ability to...

- understand and manage (regulate) one's own emotions and recognize, understand, and influence them in other people.

- be aware of, control, and express one's emotions, and to handle interpersonal relationships with fairness, understanding, effectiveness, and consideration.

- understand how emotions influence and affect our own and other people's behaviors and the ability to manage them effectively and consciously.

Primary EI Dimensions

- *Self-appraisal*
  - Emotional awareness, accurate self-assessment, self-confidence
- *Self-regulation*
  - Self-control, adaptability, innovation
- *Motivation*
  - Achievement ambition, commitment, initiative, optimism

- *Empathy*
  - Understanding others, developing and serving others
- *Social Skills*
  - Communication, influence, conflict management, collaboration

Framework of Emotional Competencies
(Emotionally Intelligent Workplace, D. Goleman 2001)

Self (Personal Competence)		Other (Social Competence)
Recognition	**Self-awareness**	**Social Awareness**
	•Emotional self-awareness	•Empathy
	•Accurate self-assessment	•Service orientation
	•Self-confidence	•Organizational awareness
Regulation	**Self-management**	**Relationship Management**
	•Emotional self-control	Developing others
	•Trustworthiness	Influence and visionary leadership
	•Conscientiousness	Communication
	•Adaptability	Conflict management
	•Achievement Drive	Building bonds
	•Initiative	Teamwork and collaboration

Low EI		High EI	
• Aggressive	change	• Assertive	• Stable
• Demanding	• Passive	• Ambitious	• Predictable
• Egotistical	• Un-responsive	• Driving	• Consistent
• Bossy	• Slow	• Strong-willed	• Good listener
• Confrontational	• Stubborn	• Decisive	• Detailed
• Easily distracted	• Critical	• Warm	• Careful
• Glib	• Picky	• Enthusiastic	• Meticulous
• Selfish	• Fussy	• Sociable	• Systematic
• Poor listener	• Hard to please	• Charming	• Neat
• Impulsive	• Perfectionistic	• Persuasive	
• Resistant to		• Patient	

Self Awareness (Bariod, E. (2011). Emotional Intelligence and Effective Leadership. Howard Business Studies University 14).)

• **What is it?**
  • You always know how you feel and know how your emotions and actions affect those around you.
  • Knowing your strengths and weaknesses

• **How to develop it?**
  • Keep a journal
  • Slow down and reflect when you are feeling strong emotions. Ask why? Remember that you can choose how to react.

Self Regulation

• **What is it?**
  • Control. Rarely if ever verbally attacking others or make rushed emotional decisions.
  • Displays flexibility and personal accountability

• **How to develop it?**
  • Know your values. Be clear on what you will and will not compromise on.
  • Develop a written personal "code of ethics"
  • Hold yourself accountable – be honest to yourself and others by admitting mistakes and face the consequences.
  • Practice being calm – deep breathing, counting to 10 (or 100)

Motivation

• **What is it?**
  • You consistently work towards your goals.
  • You have extremely high standards for the quality fo your work.

• **How to develop it?**
  • Re-examine why you are doing the work that you do (5 why's...)
  • Consider how motivated you are to succeed at your stated goals.
  • Be hopeful and identify the good things (even small things) in your work and goals. Focus on the positives.

Empathy

• **What is it?**
  • Understanding someone else's situation and feelings.
  • Putting yourself in the "other person's shoes".

• **How to develop it?**
  • Imagine yourself in the other person's situation.
  • Pay attention to body language for indications of how someone is feeling.
  • Respond to feelings when you observe them in other people. Reflect on them and respond.

Social Skills

- **What is it?**
  - Great communication skills -- can communicate effectively in written and verbal formats to a wide variety of people
  - Great listeners - just as open to hearing bad as well as good news
  - Good at motivating others & resolving conflicts .

- **How to develop it?**
  - Study conflict resolution skills
  - Study communication skills
  - Learn how to praise others, practice it & do it a lot

Emotional Intelligence affects:

- how leaders develop

- how leaders behave in different situations
  (especially in the face of ambiguity)

- how followers develop (especially in the face of ambiguity
  when certain followers surrender their power to define reality
 to certain leaders)

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power tactics (French & Raven)

- *Reward Power*
  - Money, etc.

- *Coercive Power*
  - Threat of punishment, etc.

- *Legitimate Power*
  - Formal, authorized by the social structure of the organization, "ought to", "should", "has a right to"

- *Expert Power*
  - The extent of knowledge or perception the follower perceives the leader to have

- *Referent Power*
  - Through a close association, relationship, "I am like Johnny and therefore shall behave as Johnny does", or "I want to be like Jane and will be more like her if I behave as Jane does"

What Tools can a Leader use to Motivate Employees?
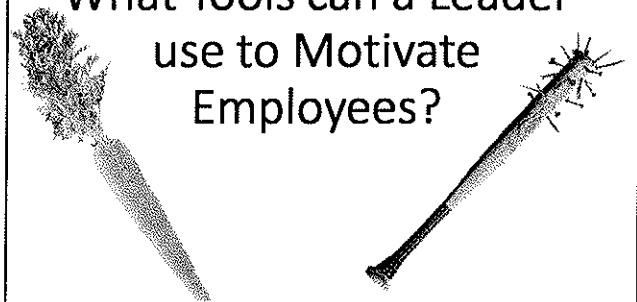
- ***Intrinsic motivation:*** Tasks done for personal satisfaction - working for the love of the job. Probably the most crucial type of motivation for increasing employee performance and retention. Linked to stimulating creative and innovative thought processes.

- ***Extrinsic motivation:*** Satisfaction through indirect or external paths and typically found in the traditional pay-for-performance model.

Performance-Based Motivators

- **Rewards**
  - Base pay
  - Merit pay
  - Variable pay
  - Stock options
  - Spot awards
  - Hiring bonuses

- **Recognition**
  - Promotions / titles
  - Special assignments
  - Recognition "stars"
  - President's club
  - Recognition trips/tickets

Employment-Based Motivators (Rewards)

Benefits and Services	Workplace Opportunities
• Tuition reimbursement	• Specialized training
• Childcare/eldercare	• Career development
• Wellness programs	• Flex hours
	• Informal dress
	• Company events/parties

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RESPECT

RELATIONSHIPS

How to make change? Ask!

- Ask for input and ideas from all levels – not just the usual suspects – "What do we do and not do really well?" What would you like us to do differently?

- Identify trends and commonalities

- Pay close attention to the language that is being used.

- Listen for shared ideas and visions of the culture people want in the future

- Step lightly but be clear that you are exploring the possibility of making some changes

How to make change?
Set an overall goal!

- Present a clear assessment of where the organization is today and why you are making changes.

- Present a clear, concise mission/vision statement, articulate values, and set goals.

- Involve others in the development of mission/vision, goals, etc. both to help assure that it is clear and to build support

- Assure that leaders talk and walk in sync (i.e., that their day-to-day behavior matches what they say).

How to make change?
Set detailed objectives and assign tasks

- Real change requires the involvement of all key stakeholders

- Teach people what is expected and where they can and cannot "think outside the box"

- Formalize processes that encourage the desired changes and hold people accountable

- Recognize that change makes people uncomfortable – that discomfort is a normal byproduct of change

Making Change: Establish Urgency

- Create or allow a crisis

- Allow a financial loss, allow errors to "blow up" and be made publicly known

- Identify strong environmental forces threatening the organization.

- Spread accountability to more staff by including the same targets in many areas / departments

- Share good and bad data – especially satisfaction data – widely

Making Change: Establish Urgency

- Set high stakeholder satisfaction, productivity, and/or cost saving targets that can't be reached by "business as usual"

- Hold regular meetings between staff and dissatisfied stakeholders

- Use consultants and other "outside perspectives" to "deliver the bad news" and foster more honest dialogue

- Challenge the "happy talk" that accentuates the positive and minimizes the negative

- Share information about future opportunities that can be achieved only if change is made

- Identify the gaps between people's current passion for the work the organization's performance

Sources of Complacency / Lack of Urgency

- **Too much "happy talk" from senior management**

- **Ongoing minor success / no visible crises or pressures**

- **Low performance standards**

- **Employees focused on narrow job tasks and goals**

- **Wrong performance measures being tracked**

- **Insufficient feedback from stakeholders**

- **A "kill the messenger" and/or fear-of-confrontation culture.**

Develop a Vision and Strategy

- The vision helps guide the change and helps guide the process

- Should provide a clear picture of where we are going and why people should come along (i.e., the benefits & rewards)

- Should be motivating, aspirational, imaginable, desirable, feasible, easy to communicate

Making Change: Create a Guiding Coalition

- Culture change needs broad-based support to be successful; a core group should lead the way.

- Form a group representing all key stakeholders
  - High influence, strong position power, high credibility, good leadership & management skills
  - Consider expertise, credibility, leadership (but not only leadership)

- Empower and support them in any way possible; assure that they have credibility and authority.

- Avoid people with huge egos and those who are not onboard with the planned changes

Leadership Creates	Guiding Coalition Creates
• Vision • clear picture of where we are going and some commentary about why people should come along • Strategies • The logic for how the vision can be achieved	• Plans • Specific steps and timetables to implement the strategies • Budgets • Plans converted into financial projections and goals

Communicating the Change Vision

- Simple easy-to-understand language; no jargon!

- Multiple forms: kickoff event, newsletters, e-blasts, staff meetings, posters, etc.

- Explain inconsistencies openly and directly

- Communicate through multiple channels – including the leaders "walking the walk" and leading by example

- Repeat, repeat, repeat

Appoint Change Agents

- Define and communicate the new vision, purpose and objectives of change – SELL

- Communicate priorities and take personal ownership- lead by example

- Supply the needed resources (training, equipment, staffing, etc.)

- Protect other change agents and those who are changing

- Reward and punish

Generate Short-term Wins

- Major change takes time and even believers need to see that it is working; nonbelievers need it even more...

- Wins show that the work and sacrifices are worth it, rewards change agents, builds momentum, helps fine-tune the process, and undermine cynics.

- Must be visible, unambiguous, and clearly related to the efforts.

13

Common Reasons for Failure

- **Maintaining change is difficult**
  - Leaders give up in the face of opposition or slow pace
  - Time and money costs pressures
  - Short-term morale hits
  - Pressure to attend to other needs
- **Leaders are limited in what they can do**
  - Disconnection between senior leadership and others
  - Without widespread organizational support and "buy in", change can be sabotaged or simply not implemented

common reasons for failure

- **Inertia** – change is stressful and resistance is common
- **Loyalty to the past** – "we've always done it this way" or "my boss set this system up this way and it has been working pretty well so far"
- **Fear** – change may lead to unexpected consequences, like people losing their role or status in the organization
- **Work** – change means work!
- **Inadequate resources** – staff, equipment, etc.
- **Inadequate motivation and/or planning**

LEADERS BEWARE

- Everything you say and do conveys values and principles (and therefore, culture)
- The language you use shapes everything (patients vs. residents, "Dr. X vs. Judy")
- Stories you tell matter! (as do the stories told about you)
- History counts

⚠ CAUTION

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