Curriculum on Leadership Skills & Theories

"The Non-Commissioned Officer"

1/21/2019

Since 1911

NCO Agenda

B1-Leadership Styles
B2-Leadership Theories & Models
B3-Cadet Leadership Model
B4-Great Man Theory
B5-Trait Theory
B6-Personality Theories
B7-Servant Leadership
B8-Situational Leadership
B9-Authentic Leadership and Social Influence
B10-Transactional Leadership
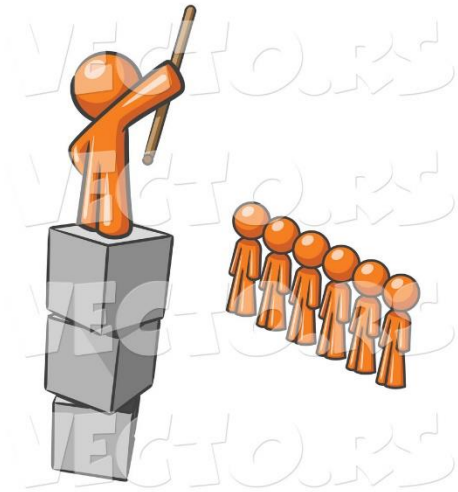B11-Transformational Leadership
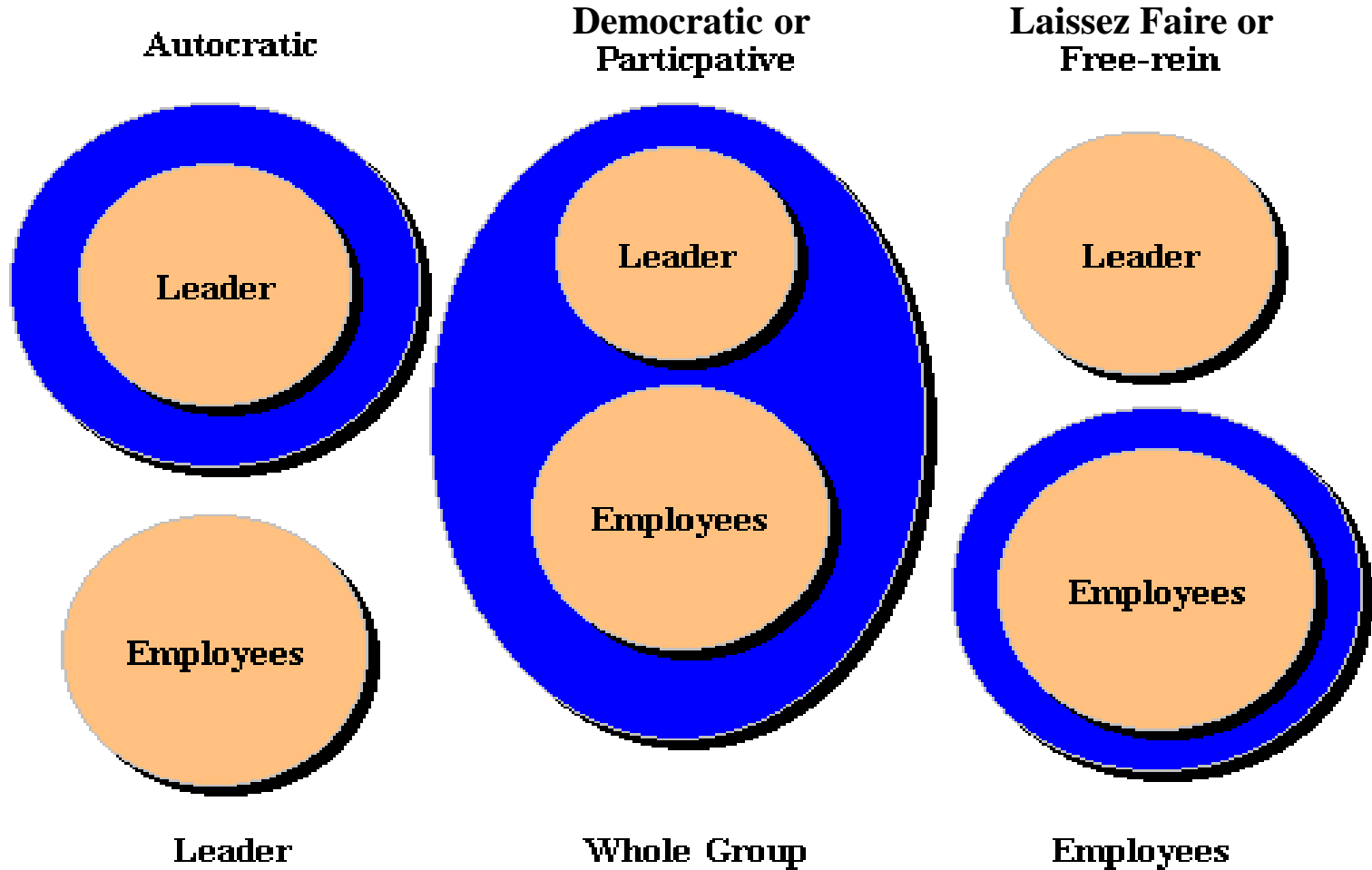
LEADERSHIP STYLES

B1. Identify and define the three classic leadership styles, and match the many other styles named to their definition.

3 Basic Leadership Styles

- Autocratic (or Authoritarian)

- Democratic (or Participative)

- Laissez-Faire (or Free-Rein)

POWER STYLE

Autocratic

Democratic or Particpative

Laissez Faire or Free-rein

Leader

Leader

Leader

Employees

Employees

Employees

Leader

Whole Group

Employees

EMPHASIS

Extracted with permission from http://www.nwlink.com/~donclark/leader/leadstl.html

Many Leadership Styles: Style – Short Description

- Affiliative – promotes harmony
- Autocratic - dictates
- Bureaucratic – procedural
- Charismatic – charms
- Coaching – develops
- Coercive – compliance
- Democratic – participative
- Innovative – new thinking
- Laissez-faire – hands off
- Pacesetting – driven

Many Leadership Styles: Style – Short Description con't

- Paternalistic – fatherly
- People-oriented – individuals over task
- Situational – flexible
- Task-oriented – task over people
- Transactional – reward and punishment
- Transformational – creates positive change
- Visionary – sets new direction

Check on Learning

1. What are the three basic leadership styles?
2. Which of the three styles emphasizes the leader and followers working together?

LEADERSHIP THEORIES AND MODELS

B2. Explain the focus of Theory X and Theory Y, and the different approaches Theory X and Theory Y managers take in their organizational leadership.

Leadership Theory

A **leadership theory** is an attempt to apply rules and ideals to explain the behaviors of leaders. There are collections of leadership hypotheses and leadership theories which all aim to examine how a leader operates and their effect on the workforce or task." (Nugent, 2013)

Leadership Model

A **leadership model** is a guide that suggests specific leadership behaviors to use in a specific environment or situation. In addition, models often use a graphic representation to show the required leadership behavior.

Chronology

- Philosophers have postulated about leadership for thousands of years, but modern study is usually traced back to the 19th Century, when Thomas Carlyle proposed the Great Man Theory, which we'll discuss.

- Philosophers and sociologists have been proposing new theories or refining theories ever since.

- We'll look at a few of these theories and models to get a better idea how we think leadership works.

Chronology
Theories and Prominent Proponents

- 1840s: Great Man Theory (Carlyle)
- 1860s: Trait Theory
- 1930/1940s: Psychodynamic (Personality based) theories (Jung)
- 1940/1950s: Behavioral theories (Blake & Mouton)
- 1960s: Contingency theories (Blanchard)
- 1970s: Transactional (Exchange) theories (Weber, Bass)
- 1970/1980s: Transformational (Burns & Bass)

Chronology of Types of Leadership Theories & Prominent Proponents

Great Man Theory - Carlyle

Trait Theory - Stogdill

Personality Theories - Jung

Behavioral Theories – Blake & Mouton

Contingency Theories - Blanchard

Transactional Theories – Weber, Bass

Transformational Theories – Burns & Bass

1840   1870   1900   1930   1960   1990   2010

Check on Learning

1. What two leadership theories emerged in the 19th Century?

2. Ideas about leadership that guide you to specific leadership behaviors are
   a) Model
   b) Theory

CADET LEADERSHIP MODEL

B3. Identify the Attributes and Competencies of the Cadet Leadership Model, and match examples of the Attributes and Competencies to the correct category.
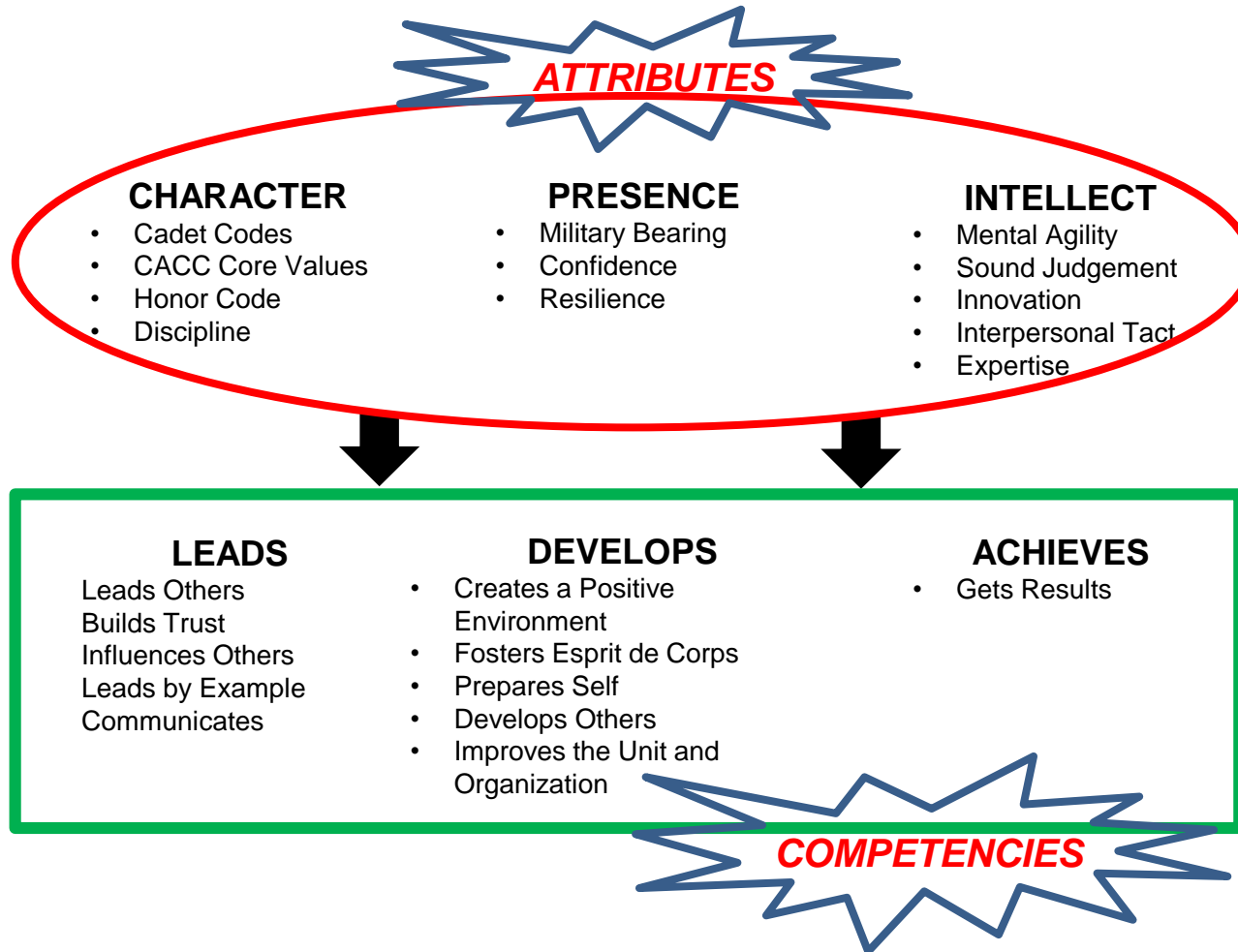
Cadet Leadership Model

- The Cadet Corps teaches leadership.
- We strive for values-based **leadership**, impeccable **character**, and **competence** in cadet duties.
- The model gives the <u>attributes</u> needed – **what a leader must BE**, and what <u>competencies</u> he/she must have – **what a leader must BE ABLE TO DO.**
- It is based on the Army Leadership Requirements Model found in ADRP 6-22.

CADET LEADERSHIP MODEL

CALIFORNIA CADET CORPS

ATTRIBUTES

CHARACTER
- Cadet Codes
- CACC Core Values
- Honor Code
- Discipline

PRESENCE
- Military Bearing
- Confidence
- Resilience

INTELLECT
- Mental Agility
- Sound Judgement
- Innovation
- Interpersonal Tact
- Expertise

LEADS
Leads Others
Builds Trust
Influences Others
Leads by Example
Communicates

DEVELOPS
- Creates a Positive Environment
- Fosters Esprit de Corps
- Prepares Self
- Develops Others
- Improves the Unit and Organization

ACHIEVES
- Gets Results

COMPETENCIES

Attributes

- An attribute is something you ARE
- The attributes in our model are:
  - Character
  - Presence
  - Intellect

- Cadets must be leaders of character, leaders with presence, and leaders with intellect
- You must use these attributes in your leadership

Leaders of Character

- We have a whole strand on character in leadership – it's that important
- Character is an attribute or feature that makes up and distinguishes an individual
- Your character helps determine how you behave
- A true cadet behaves with honor, integrity, and many other positive characteristics

Leaders of Character

- Cadet character is defined by our
  - Core Values
  - Honor Code
  - Cadet Codes
  - Discipline

- These are part of Cadet Corps memory work – we want you to know them by heart – they're that important

Leaders with Presence

- Cadets should have
  - Military Bearing
    - Especially in uniform – look sharp!
    - Don't goof off / act professional
  - Confidence
    - You got this!
  - Resilience
    - Sometimes you fail; learn from it
    - Bounce back from adversity

Leaders with Intellect

- Mental Agility
  - Think critically
- Sound Judgement
- Innovation
  - Develop new ways of succeeding!
- Interpersonal Tact
- Expertise
  - As a cadet: Uniform, Courtesy, Drill & Ceremonies

What you Do

- Lead
- Achieve
- Develop

Lead

- Using Compliance & Commitment
- Compliance: Immediate response to orders
- Appropriate when time is critical
- When cadets don't need to understand why
- Not the best approach when a leader's aim is to create initiative and high esteem within the team

Commitment

- Produces longer lasting & broader effects
- Changes attitudes, beliefs, & behavior
- Builds responsibility among followers
- Allows followers to demonstrate initiative
- Encourages creativity
- Followers gain control & self-worth
- Reinforce loyalty, professionalism, selfless service, respect, and duty

Influence

- The essential element of leadership
- How people create and relay their messages, behaviors, and attitudes to affect the intentions, beliefs, behaviors, and attitudes of others

Examples of Influence

- Showing personal interest in a follower's well being
- Offering praise
- Understanding a follower's perspective
- Being a role model

Ways of Influencing Others

- Pressure
- Legitimate authority
- Exchange (transactional)
- Personal appeal
- Collaboration
- Rational persuasion
- Inspirational appeal
- Participation

These are all tools in your Leadership Toolbox!

Providing Purpose & Motivation

- Leaders influence others to achieve some purpose

- To be successful at exerting influence, leaders have an end or goal in mind

- People are more willing to do what you ask of them if they know WHY it needs to be done

- Provide the WHAT and WHY for a task, and your followers will often do it happily!

Lead by Example

- Display character – live by the Cadet Code, Core Values, and Honor Code

- Lead with Confidence – inspire others!

- Display Courage

- Demonstrate Competence

Communicate

- Competent leadership depends on good communication

- Listen Actively

- Create Shared Understanding – know yourself, the mission, and the message. Keep your superiors and subordinates informed

Achieve

- Get Results!
- Focus on the Task:
  - Assign
  - Manage resources
  - Execute
    - Provide feedback
    - Positive Reinforcement
  - Adjust

Develop

- Strive to leave the organization better than you found it

- Create a positive environment

- Seek self-improvement

- Invest adequate time and effort to develop subordinates and build effective teams

- Make choices and take actions that ensure that leaders in the future sustain the Cadet Corps' vision of developing leaders

Core Leader Competencies

Lead   **Achieve**   **Develop**

Focus on <u>people</u> –
- Purpose
- Motivation
- Influence
- Balance mission with cadet welfare

Focus on <u>task</u> –
- Assign
- Manage
- Execute
- Adjust

Focus on organization –
- Develop
- Improve
- Esprit de Corps

Who:
- Lead directly
- Influence outside your direct chain

What/Why:
- Get results

What:
- Environment
- Self
- Others

How –
- Set the example
- Communication

Check on Learning

Pair up the concepts that match:

1. Attributes
2. Character
3. Fosters Esprit de Corps
4. Mental Agility
5. Competencies
6. Influences Others

a) Intellect
b) Leads
c) What Leaders ARE
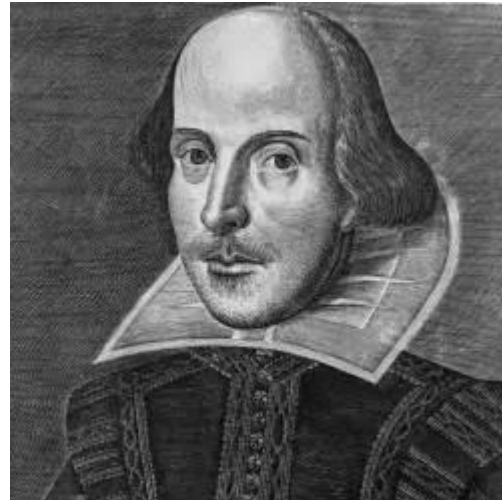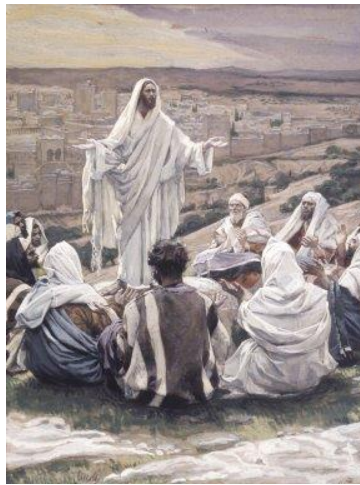d) What Leaders DO
e) Honor Code
f) Developes

GREAT MAN THEORY

B4. Describe Great Man Theory's main points and criticisms.

Great Man Theory

- Proposed by Thomas Carlyle in 1840's
- Believed leaders are born with certain characteristics and traits allowing for success
  - Leaders born not made
- Good to study these leaders

Winston Churchill

- Born to save England from a great catastrophe
- He did!
- Charismatic
- Brilliant
- Determined
- Great communicator

Criticism of Great Man Theory

- Theory doesn't give criteria for greatness
- Who gets on the list and who doesn't?
- It's difficult to test or prove
- Carlyle was a product of his place and time
- Leaders were almost always members of the aristocracy, and always men. Does that mean they were born to be leaders, but poor people, women, or people of color weren't?

Leadership Situations

- There is no single method or style for being a great leader

- Your success is dependent on the situation you're put in

- Your ability to apply the right tactics to a problem or situation

Leadership Development

- People who want to be leaders SHOULD study historical leaders

- What traits did they display?

- What led to their success or failure?

- What made them great?

- We extract lessons from their tactics, successes and failures. We identify skills they had (like being a great communicator)

Are People Born Leaders?

- Some people ARE born, or naturally develop traits or skills that make them better leaders
- But most of those skills and characteristics can be developed by someone who studies to be a leader
- Leadership can be learned through education, training, and experience
- Practice your leadership skills as a cadet, and you'll be a better leader!

Cadets Learn to be Leaders

- Practice leadership roles – applied leadership experiences
- Academics on leadership
- Staff service
- Drill & Ceremonies
- Uniform wear
- Customs & Courtesies
- We gradually transform a student into a leader!

Check on Learning

1. Name two reasons Great Man Theory doesn't work very well.

2. How do we train cadet to be leaders, even if they aren't "born leaders"?

TRAIT THEORY

B5. Describe Trait Theory's main points and criticisms.

Trait Theory

- The trait theory of leadership focuses on identifying different personality traits and characteristics that are linked to successful leadership across a variety of situations.

- Trait theory developed out of the Great Man Theory in the mid-1800s, and was popular through the 1940s.

Trait Theory

- Identify personality traits in great leaders
- Look for those same traits in other leaders
- Develop those traits when training leaders
  - Doesn't agree with Great Man theory that leaders are born, not made. Trait theory claims a leader can learn to lead by developing the right leadership characteristics or traits

Leadership Traits

- List the traits you think good leaders should have

- Vote on whether you think each is an important trait to being a leader

- Choose your top three traits and compare them with the top three others pick

- What are the most important traits picked by your class?

Trait Theory

- It's good to understand what traits help you be a better leader

- People differ in their opinion on which traits are most important

- There's no way to 'test' this theory

- Different traits can be more or less important depending on the situation

Check on Learning

1. What's the main difference that separates Great Man Theory from Trait Theory?
2. T / F Trait theory is based on scientifically based observation and measurement.

PERSONALITY THEORIES

B6. Recognize aspects of Personality Theories, name some of the popular personality theories, and describe some of the characteristics that are common to most theories.

Personality Theories

- Personality theories relate leadership to your personality. Understanding yourself will help you interact more effectively with others. Some theories propose interaction rules that give you parameters to use in your interactions.

- There are many different theories that relate leadership to personality. The one we will cover is the Myers-Briggs Type Indicator.

Myers-Briggs (MBTI)

Defines your basic personality using four sets of characteristics:

Extroverted (**E**) vs Introverted (**I**)

Sensing (**S**) vs Intuition (**N**)

Thinking (**T**) vs Feeling (**F**)

Judging (**J**) vs Perceiving (**P**)

Extroversion vs Introversion
How people derive 'energy'

Extroversion

- Active involvement
- Externally oriented
- Talking to everyone
- Outgoing or People Person
- Lots of friends, connections
- Like group interaction
- Recharge 'energy' through interacting with people

Introversion

- More cerebral – quieter activities, hobbies
- Seen as shy or reserved
- Better in small groups
- Fewer close friends
- More inside yourself
- Recharge by being alone, especially after event with lots of interaction

Sensing vs Intuition
How people gather 'information'

Sensing

- Seeking information through your senses (see, hear, touch, taste, smell)
- Concern with reality
- Like practicality
- Like to experience things
- Factual problem solving
- Pragmatism

Intuition

- Assess situations through impressions and patterns
- Theory more than hands-on reality
- Symbols and abstractions
- Meaning 'between the lines'
- New and different things

Thinking vs Feeling
How people make decisions

Thinking

- Looking for basic truths and principles
- Analysis of pros and cons
- Impersonal analysis
- Technical & Scientific fields
- Logical explanations
- Look for inconsistencies
- Truth over Tact
- Task-oriented, 'uncaring'

Feeling

- Consider peoples' points of view in a situation
- Values
- What's best for those involved
- Seek harmony
- Decide with your heart
- Compassion
- Idealistic
- Sentimental

Judging vs Perceiving
Lifestyle

Judging

- Structure – planned/orderly way of life
- Your life is under control
- 'Act in the outside world' when seeking information, making decisions
- Focus on making decisions
- Task oriented
- Work before play
- Manage time well

Perceiving

- Flexibility, Adaptability
- Spontaneous way of life – go with the flow
- Focus on gathering information
- Mix work and play
- Energy bursts
- Push to last minute to complete work by deadlines

How Does it Work?

- You answer a series of questions, and the results tell you which of the two characteristics in each set you prefer

- You're likely somewhere in the middle, not at one extreme or the other

- You are assigned a letter for the characteristic you tilt toward

- This creates one of 16 combinations, each of which is described in detail

Practical Exercise - 1

Loud	Quiet
Active	Reflective
Gregarious	Private
Outgoing	Reserved
Sociable	Detached
External	Internal
Do	Think
Speak	Write
Talk	Read

E   **I**

Select one word in each pair that most appeals to you or seems more characteristic of you across a wide variety of situations.

Count the number of words you selected in each column. If you selected more words in the left column, you are an E; more in the right column, you are an I.

Practical Exercise - 2

S

N

Realistic	Intuitive
Blueprint	Dream
Details	Pattern
Sensible	Imaginative
Practical	Creative
Present	Future
Factual	Symbolic
Specific	General
Formula	Hunch

Select one word in each pair that most appeals to you or seems more characteristic of you across a wide variety of situations.

Count the number of words you selected in each column. If you selected more words in the left column, you are an S; more in the right column, you are an N.

Practical Exercise - 3

T

Convincing	Touching
Objective	Subjective
Head	Heart
Just	Humane
Principle	Passion
Fair	Tender
Clarity	Harmony
Reason	Emotion
Professional	Warm

F

Select one word in each pair that most appeals to you or seems more characteristic of you across a wide variety of situations.

Count the number of words you selected in each column. If you selected more words in the left column, you are a T; more in the right column, you are an F.

Practical Exercise - 4

J		P
Systematic	Flexible	
Methodical	Curious	
Organized	Spontaneous	
Deliberate	Improvising	
Exacting	Impulsive	
Definite	Tolerant	
Decisive	Open-minded	
Plan	Adapt	
Control	Freedom	

Select one word in each pair that most appeals to you or seems more characteristic of you across a wide variety of situations.

Count the number of words you selected in each column. If you selected more words in the left column, you are a J; more in the right column, you are a P.

Practical Exercise - 5

- Combine your four preferences into a 4-letter combination

- For example: ISTJ

- In this case, you tend toward Introversion, Sensing, Thinking, Judging

- You can google your combination to find a description

Population Breakdown

ISTJ 11.6%	ISFJ 13.8%	INFJ 1.5%	INTJ 2.1%
ISTP 5.4%	ISFP 8.8%	INFP 4.4%	INTP 3.3%
ESTP 4.3%	ESFP 8.5%	ENFP 8.1%	ENTP 3.2%
ESTJ 8.7%	ESFJ 12.3%	ENFJ 2.4%	ENTJ 1.8%

Why it Matters

- Knowing yourself, how you tend to lean in these four categories, allows you to understand how to deal with other people.

- Knowing what characteristics the people you work with have helps you interact more effectively with them.

Check on Learning

Match up the personality indicators that are paired together:

1. Introversion
2. Sensing
3. Thinking
4. Judging

a) Feeling
b) Extroversion
c) Perceiving
d) Intuition

SERVANT LEADERSHIP

B7. Identify the basic premise of servant leadership, the type of organizations where it is particularly successful, and its characteristics.

Leadership Theory

- Servant Leadership is a leadership theory and set of practices or principles that was developed by Robert Greenleaf in a series of essays starting in 1970.

- It represents a philosophy that has been followed by some for thousands of years.

- It's quite popular, but has its detractors, like any theory

- Its adherents value Selfless Service

Servant Leadership

The leader exists to serve the people and organization. He/she unlocks purpose and ingenuity in those around them, resulting in higher performance and engaged, fulfilled employees. A servant leader's purpose should be to inspire and equip the people they influence.
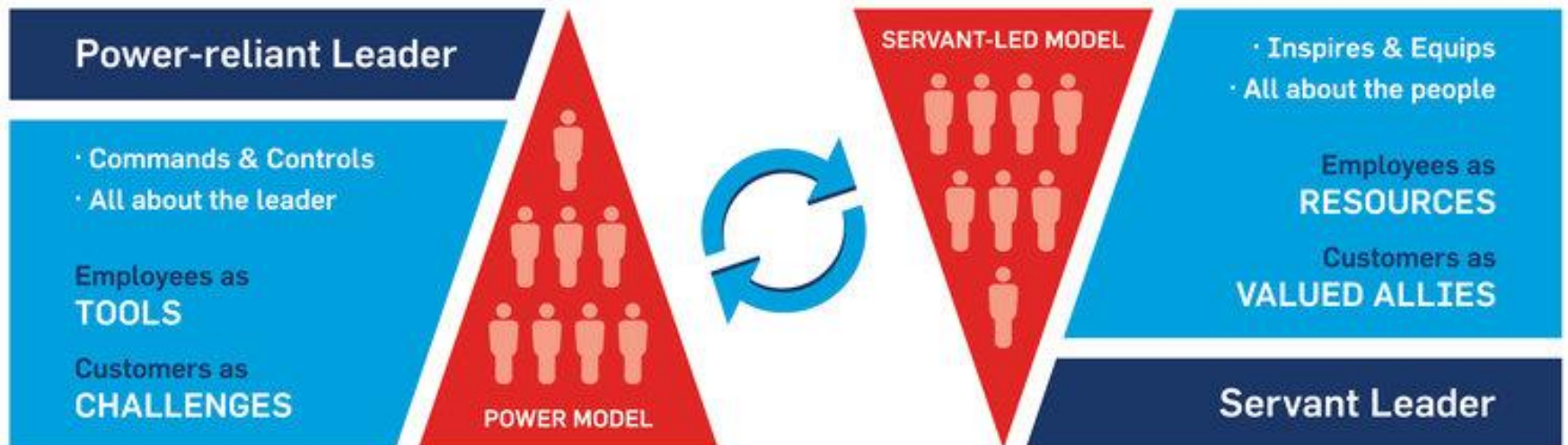
From *What is Servant Leadership*, Servant Leadership Institute.
https://www.servantleadershipinstitute.com/what-is-servant-leadership-1/.

Basic Premise

https://www.servantleadershipinstitute.com/what-is-servant-leadership-1/

10 Characteristics of Servant Leaders

- Listening
- Empathy
- Healing
- Awareness
- Persuasion
- Conceptualization
- Foresight
- Stewardship
- Commitment to the growth of others
- Building community

From Larry Spears, CEO of the Spears Center for Servant Leadership

7 Pillars of Servant Leadership

- Individuals of character
- Put people first
- Skilled communicators
- Compassionate collaborators
- Use Foresight
- Systems thinkers
- Exercise moral authority

From *The Seven Pillars of Servant Leadership* by James Sipe and Don Frick

9 Qualities of the Servant Leader

- Values diverse opinions
- Cultivates a culture of trust
- Develops other leaders
- Helps people with life issues
- Encourages
- Sells instead of tells
- Thinks you, not me
- Thinks long-term
- Acts with humility

https://www.skipprichard.com/9-qualities-of-the-servant-leader/

Key Practices

- Self-awareness

- Listening

- Changing the pyramid

- Developing your colleagues

- Coaching not controlling

- Unleashing the energy and intelligence of others

- Foresight

From *The Case for Servant Leadership* by Kent Keith

- A servant leader encourages, supports, and enables subordinates to unfold their full potential and abilities. This leads to an obligation to delegate responsibility and engage in participative decision-making.
- This is a type of participative style of leadership, which shows the greatest possible performance and employee satisfaction.

Servant leaders are felt to be effective because the needs of followers are so looked after that they reach their full potential, hence perform at their best. A strength of this way of looking at leadership is that it forces us away from self-serving, domineering leadership and makes those in charge think harder about how to respect, value and motivate people reporting to them.

Mitch McCrimmon, http://www.leadersdirect.com/servant-leadership

Servant Leader Principles

- Transformation as a vehicle for personal and institutional growth to improve the quality of life for all stakeholders or members of a community.
- Personal growth as an end in itself to enrich the individual as well as the group.
- Enabling environments that empower and encourage service, that recognize the equal worth of every person and that foster the achievement of everyone's full potential.
- Service as a fundamental goal in the belief that anyone accepting the role of leader should do so out of the desire to be of service to others.
- Trusting relationships as the foundation for collaboration and service, affirming that all relationships should be based on trust and mutual respect, not power, status or coercion.
- Creating commitment as a way of enlisting everyone's contribution rather than manipulation or some other superficial form of motivation.
- Community building to create environments in which people can trust each other and work together, recognizing that people work best in collaboration, in teams.
- Nurturing the spirit, creating the conditions in which everyone can find meaningful work and satisfaction through their contributions.

Mitch McCrimmon, http://www.leadersdirect.com/servant-leadership

Criticism of Servant Leadership

- Works best in politics, associations, and community clubs where elected officials are required to serve their members or citizens.
- Image of Servant is misleading or demeaning
- Selflessness is good without bringing in the concept of being a servant
- You can't lead others by serving them, you can only lead by example or by advocating a new direction (Mitch McCrimmon)

Check on Learning

1. T / F Servant Leadership is a laissez-faire style of leadership.

2. Which of the following is NOT a key practice in Servant Leadership:
   - Listening
   - Micromanaging
   - Developing your colleagues
   - Coaching not controlling

SITUATIONAL LEADERSHIP

B8. Explain the Situational Leadership Model, matching the Developmental Levels to the Leadership Styles.

Situational Leadership

- Situational Leadership is a model developed by Paul Hersey and Ken Blanchard in the 1970s. Blanchard has continued developing he model.

- It is valuable to cadet leaders because it puts the pieces of motivation, ability, and leadership style together and gives a recommended style to employ in given situations.

Situational Leadership

Situational Leadership is based on the premise that leadership must adjust to the situation, and that leaders are capable of adjusting their style of leadership to a style needed for the situation at hand.

2 Key Components

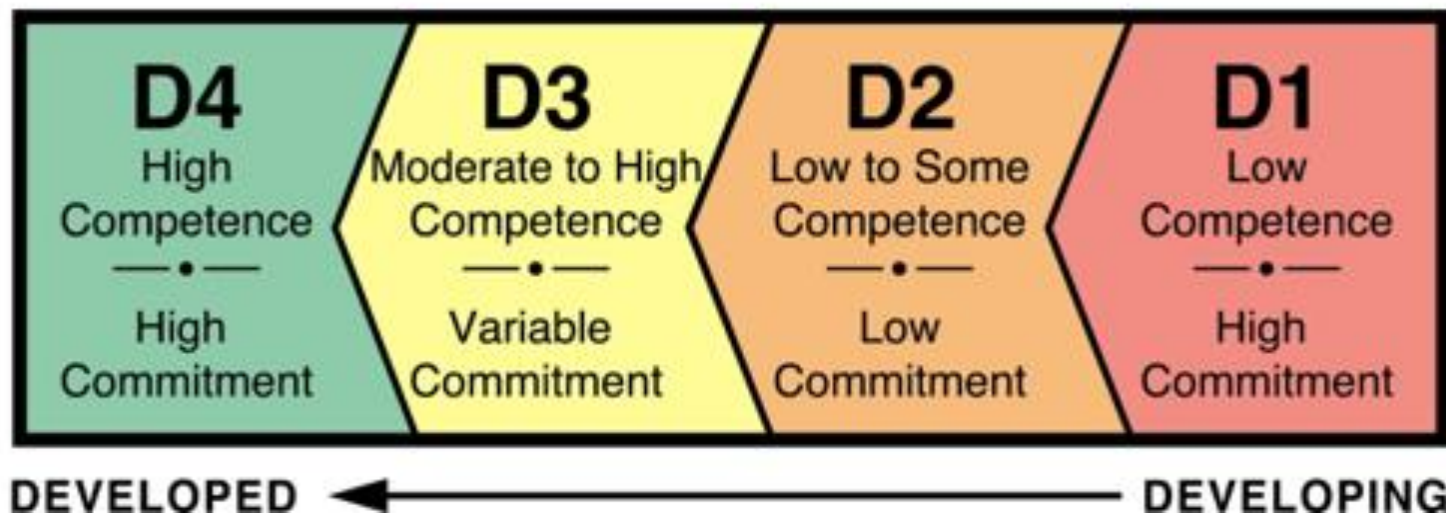- Developmental Levels
- Leadership Styles

Developmental Levels

The developmental level is the combination of competence (ability to perform the task well) and commitment (motivation to perform the task well). The leader's job is to assess the developmental level of his/her followers so that he/she knows what style of leadership to use to be most effective.

4 Developmental Levels

- D1: Low competence and high commitment
- D2: Low competence and low commitment
- D3: High competence and low/varying commitment
- D4: High competence and high commitment

D4	D3	D2	D1
High Competence	Moderate to High Competence	Low to Some Competence	Low Competence
High Commitment	Variable Commitment	Low Commitment	High Commitment

DEVELOPED ← → DEVELOPING

Level D1

Blanchard states that generally a follower comes to a new situation with low competence (he/she doesn't know how to do the task), but high commitment (he/she is motivated to do well) (Developmental Level D1).

Level D2

As he/she progresses, task performance slowly builds, but stays fairly low for a while, which lowers the motivation or commitment level (D2).

Level D3

Eventually, competence grows, and commitment varies, likely depending on how well the job is going (D3).

Level D4

Finally, competence level is high, and commitment/motivation is high as well (D4).

Note:

This fits well with Tuckman's states of group development (Forming, Storming, Norming, & Performing) that we discussed in A8.

4 Leadership Styles

S1: Directing

S2: Coaching

S3: Supporting

S4: Delegating

The leadership styles are defined in terms of <u>Directive Behavior</u> and <u>Supportive Behavior.</u>

In all four styles, the leader makes sure goals and expectations are clear, observes and monitors performance, and gives feedback.

Directive Behavior

<u>Directive behavior</u> is the extent to which a leader:

- Sets goals and clarifies expectations
- Tells and shows an individual what to do, when, and how to do it
- Closely supervises, monitors, and evaluates performance

When being **directive**, you provide structure, you organize, teach, supervise, and evaluate.

Supportive Behavior

Supportive behavior is the extent to which a leader:

- Engages in more two-way communication
- Listens and provides support and encouragement
- Involves the other person in decision making
- Encourages and facilitates self-reliant problem solving

When being **supportive**, you ask for input, listen, facilitate problem solving, explain why, and encourage.

S1: Directing

The leader gives direction for the followers to perform the task. Communication is one-way.

S2: Coaching

The leader gives direction for the followers to perform the task, but communication is two-way. The leader also provides motivational support to engage the followers in the process.

S3: Supporting

Decision-making about how the task is accomplished is shared between the leader and followers. The leaders is less directive, but motivates the followers.
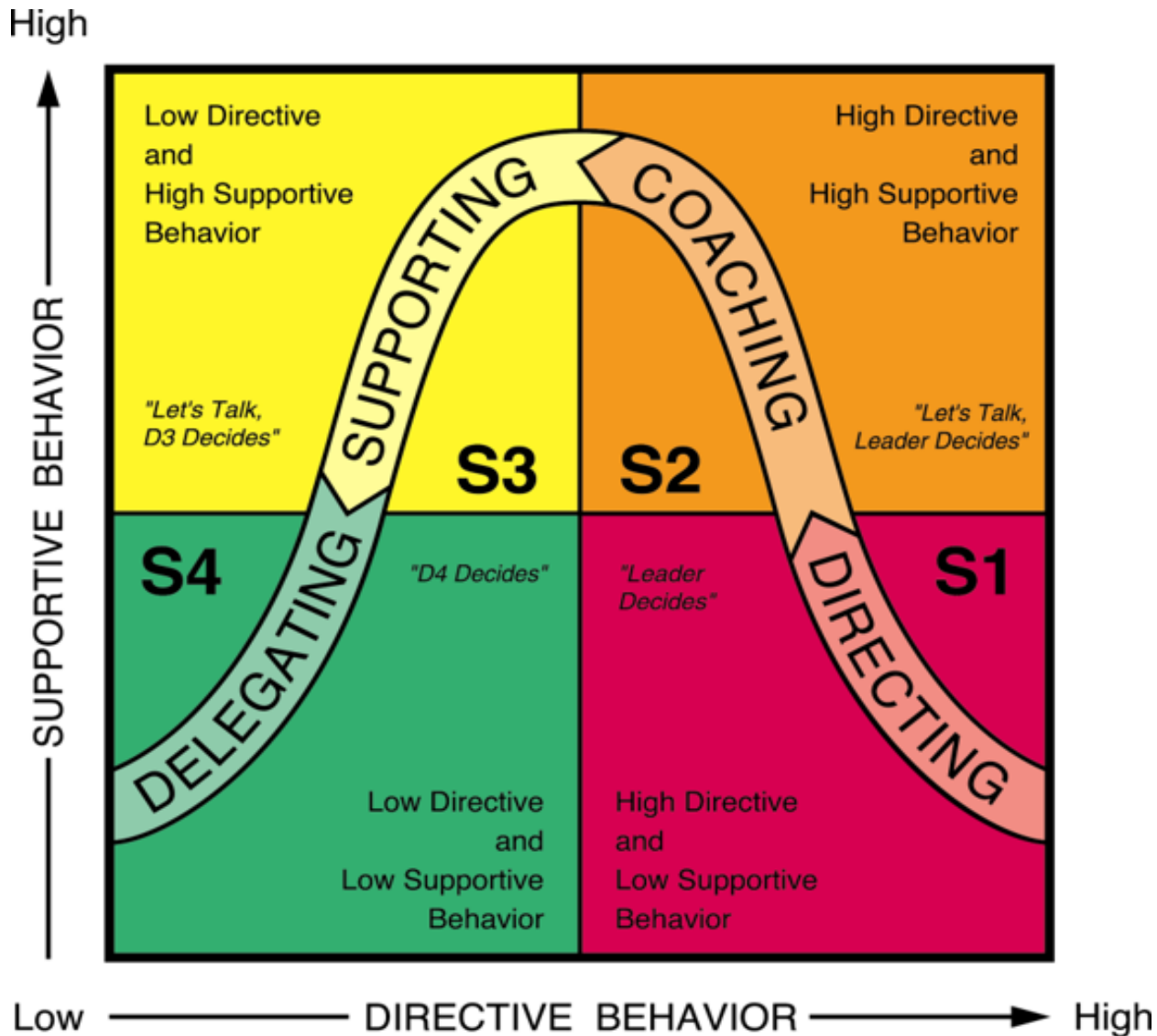
S4: Delegating

The leader is involved, but allows the followers to determine how to accomplish the task, and gives them responsibility for it. Motivation from the leader is less important – the followers are able to motivate themselves.

Leadership Styles

What the Leader Does

The leader ties the developmental level to the leadership style by diagnosing the situation.

Look at the situation and assess your followers' developmental needs in order to decide which leadership style is most appropriate for the goal or task at hand.

D1 / S1

If your followers have low competence and high commitment for the task you need them to accomplish, you provide highly directive behavior and low supportive behavior. In other words, you take on a more autocratic leadership style.

i.e. Preparing for the AGI with a staff that has very little experience

D2 / S2

Once your followers start learning the task, but before they master it, their commitment or morale may drop, signaling they're in D2. This is the time to adjust your leadership style to S2, remaining directive, but being more supportive.

i.e. Getting closer to the AGI, realizing all the hard work required, morale falls.

D3 / S3

As your followers learn the task and improve their proficiency, you can be less directive, but should still provide high supportive (motivating) behavior.

i.e. The staff has learned the tasks needed to prep for the AGI; they just need to stay motivated to continue until the prep work is complete. You motivate them to do this.

D4 / S4

Your staff is now well trained and confident about doing well at the AGI. They no longer need much direction or support from you – they've got this!

i.e. You can back off and let them finish on their own, just checking in on progress and helping with issues

Followers don't always progress smoothly through the developmental stages. Something may happen that takes them to a different stage. You continue to monitor their competence and commitment (motivation), and adjust your leadership style as needed.

Remember the job of the leader is to make sure goals and expectations are clear, observe and monitor performance, and give feedback.

Criticism of Sit Lead

- Some studies have not been able to establish Situational Leadership as a functional model.

- It works well matching D1 followers with S1 leadership style, but not as well with followers/subordinates who are at the D3 or D4 levels.

- In simple cadet situations, however, it is a good way of approaching how you should interact with your subordinates in different situations.

Leadership Style:
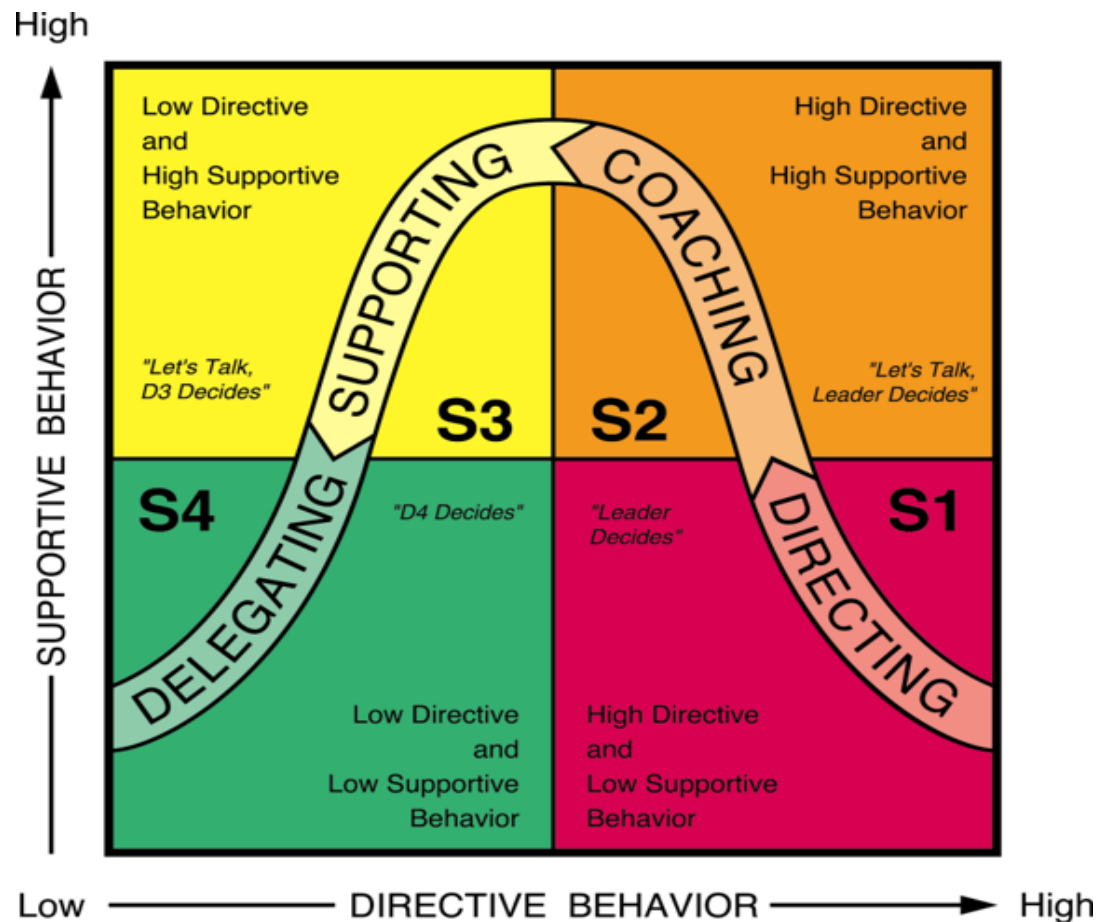
Developmental Level:
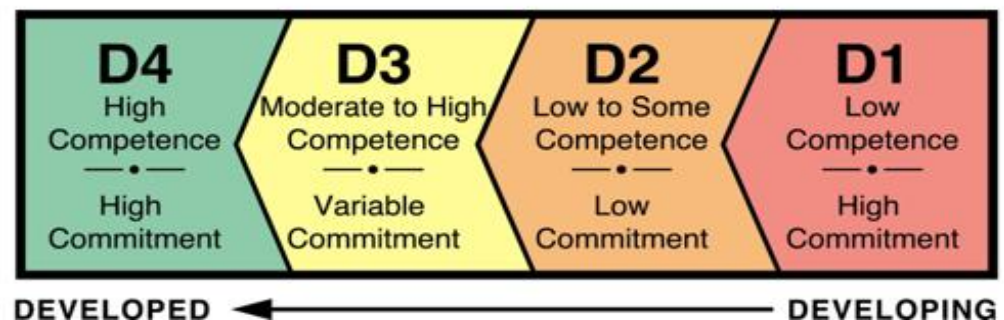
Check on Learning

1. What are the two key components of Situational Leadership?

2. Competence and Commitment are assessed to determine Developmental Level. In level D1, are they Low or High?

3. If the followers are at D3, what Style does the leader use?

AUTHENTIC LEADERSHIP

B9. Describe the five dimensions and five related characteristics of Authentic Leadership.

Authentic Leadership

- A leadership style that is consistent with a leader's personality and core values, and that is honest, ethical, and practical

- Unauthentic leaders hide behind masks

- Authentic leaders lead as they really are

- Authentic leadership is based on being perceived as authentic by followers. This perception is established through social interaction.

Authentic Leadership

- A leader's authenticity emphasizes building his or hers legitimacy through honest relationships and ethical actions, that in turn, maximizes the efforts of others to achieving the goal.

- Leadership isn't about acting a part, which is how many leaders treat it. Be yourself, and if you really care, really believe in yourself, your followers, and your organization, and always do the right thing, your natural leadership style will work as well or better than if you forced yourself to act like you think someone expects you to.

5 Dimensions
of Authentic Leadership

- Pursuing purpose (and direction) with passion
- Practice solid values
- Lead with the heart
- Establish enduring relationships
- Demonstrate self-discipline

Dimension Characteristics

Each of the 5 dimensions has a related characteristic:

- Purpose: *passion*

- Values: *behavior*

- Heart: *compassion*

- Relationships: *connectedness*

- Self-discipline: *consistency*

Authentic Leadership is You!

To become an authentic leader you must make a deep commitment to developing yourself through rich and meaningful experiences, reflection, and informal and formal learning. The goal is to learn and develop your true self, rather than become an imitation of someone else. While you can learn from others, you cannot be them.
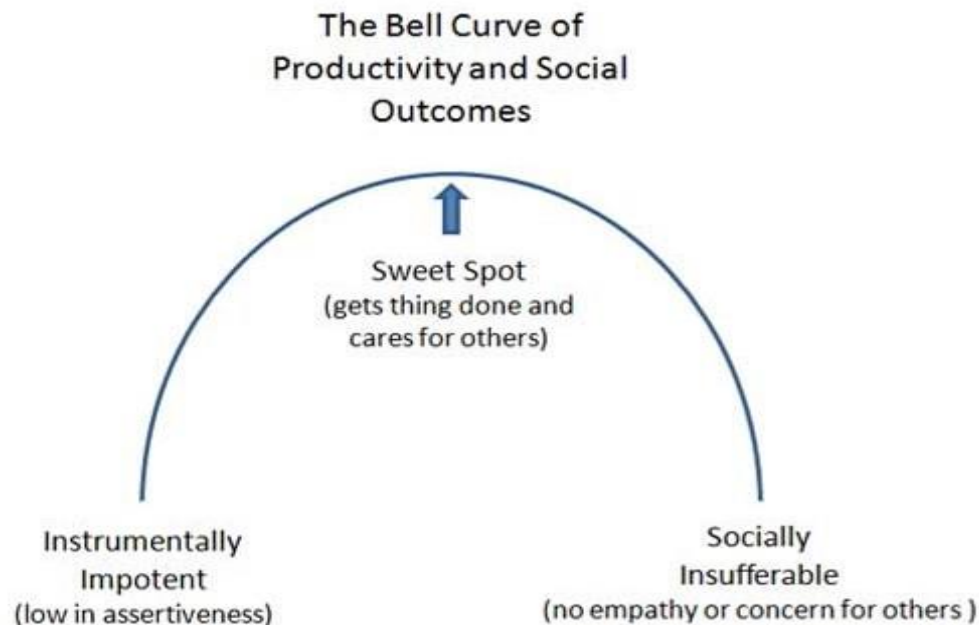
Your Organization

If you are trying to develop authentic leaders, then your organization must have an authentic company culture where:

. . . individual differences are nurtured; information is not suppressed or spun; the company adds value to employees, rather than simply extracting it from them; the work itself is intrinsically rewarding; and there are no stupid rules. - Tim Fidler, 2016

Assertiveness

- Not enough, and you don't get things done
- Too much, and you're insufferable
- Find the sweet spot in the middle that makes you both effective and socially acceptable

The Bell Curve of
Productivity and Social
Outcomes

Sweet Spot
(gets thing done and
cares for others)

Instrumentally
Impotent
(low in assertiveness)

Socially
Insufferable
(no empathy or concern for others)

Take the Social Leadership Survey!

The Authentic Leadership Survey

#	Statement	5	4	3	2	1
1.	I know my true passions and the directions I must take to achieve them.	5	4	3	2	1
2.	The actions I take are always aligned with my values.	5	4	3	2	1
3.	I enjoy helping others to understand the value and deeper purpose of their work.	5	4	3	2	1
4.	I look forward to creating genuine relationships through my connections at work.	5	4	3	2	1
5.	My team knows they can always rely on me because my values ensure I'm always consistent with the actions I take.	5	4	3	2	1
6.	One of my passions is serving customers.	5	4	3	2	1
7.	When facing decisions, I normally consult with my team, however, the most important thing that affects the outcome are my deeply held values.	5	4	3	2	1
8.	One of the main reasons my team not only follows me, but also dedicate themselves to the common cause, is that they feel I'm genuinely interested in serving them.	5	4	3	2	1
9.	One thing my team will never accuse me of is being a detached leader.	5	4	3	2	1
10.	I have rarely been counseled by others because of my strong self-discipline.	5	4	3	2	1
11.	My sense of purpose helps my team to realize their potential by providing meaning in their work.	5	4	3	2	1
12.	I always tell the truth, both within and outside of the company because integrity runs deep within the fabric of my soul.	5	4	3	2	1
13.	I enjoy getting to know the life stories of those with whom I work with as it gives me the opportunity to develop my hearts.	5	4	3	2	1
14.	Trust is built and sustained in the depths the relationships I have with my team.	5	4	3	2	1
15.	I would never act in a way that is inconsistent with the company's values.	5	4	3	2	1
16.	I not only tell the truth, but I tell the whole truth, as painful as it may be.	5	4	3	2	1
17.	My values are shaped by personal beliefs, introspection, experiences, and consultation with others.	5	4	3	2	1
18.	My team entrust their hopes and dreams to me because they know I am a reliable vessel.	5	4	3	2	1
19.	I never present a false front to others, as I fear it may harm our relationship.	5	4	3	2	1
20.	I would never set double standards for my team and myself.	5	4	3	2	1

See text for survey and scoring instructions!

Check on Learning

Match up the dimensions of authentic leadership with their related characteristic:

1. Purpose
2. Values
3. Heart
4. Relationships
5. Self-Discipline

a) Compassion
b) Consistency
c) Passion
d) Behavior
e) Connectedness

TRANSACTIONAL LEADERSHIP

B10. Describe the basis for Transactional Leadership, and the strengths of transactional leaders in improving existing processes and systems.

Transactional Leadership

- Leadership is a series of transactions between a leader and followers

- Transactional leadership is also known as managerial leadership

- It focuses on supervision, organization, and performance

- Along with Transformational Leadership, it is an integral part of the Full Range Leadership Model, which gives a range of leadership behaviors from hands-off (Laissez-Faire) to Inspirational.

Full Range Leadership Model

Laissez-Faire	Transactional			Transformational			
Hands-Off Leadership	Management by Exception (MBE)		Contingent Reward (CR)	Individual Consideration (IC) *Caring*	Intellectual Stimulation (IS) *Thinking*	Inspirational Motivation (IM) *Charming*	Idealized Influence (II) *Influencing*
	Passive MBE	Active MBE					

Transactional Leadership

POSITIVE REINFORCEMENT
NEGATIVE REINFORCEMENT

WARM FUZZIES
COLD PRICKLIES

REWARD
PUNISHMENT

Different words – same concept:

- **People are motivated by reward and punishment**
- **A leader can get better work out of a follower by rewarding good behavior/performance and punishing poor behavior / performance.**

Transactional Leadership

- Works best in clear, vertical chains of command
- Leader provides clear detail on what the follower is supposed to do
- Follower is given responsibility to complete assigned tasks
- Leader rewards good performance and punishes poor performance
- Subordinates are not self-motivated
- Followers must obey the orders of the leader

Management By Exception

- Maintains the status quo
- The leader intervenes when subordinates do not meet acceptable performance levels
- Active MBE: Leader actively monitors performance and makes corrections to improve
- Passive MBE: Leader only intervenes when standards aren't met; he/she waits for issues to arise before fixing problems

Contingent Reward

- Provides rewards for effort and recognizes good performance
- Set mutually agreed upon SMART goals
- Link goals to rewards
- Clarify expectations
- Provide resources
- Provide rewards for successful performance

Bottom Line

- Transactional leaders or managers set goals for their organization, and lay out what is expected of followers.
- They are better at improving the system through efficiency, not changing the system,
- They focus on increased productivity.
- They are directive and action-oriented.
- They work within existing systems and solve problems conventionally.

Check on Learning

1. T / F Transactional Leadership works well with self-motivated followers

2. T / F Transactional leaders focus on increasing productivity or improving systems

3. T / F Contingent Reward provides rewards for successful performance

TRANSFORMATIONAL LEADERSHIP

B11. Describe the four components of Transformational Leadership, and how a transformational leader inspires change in an organization.
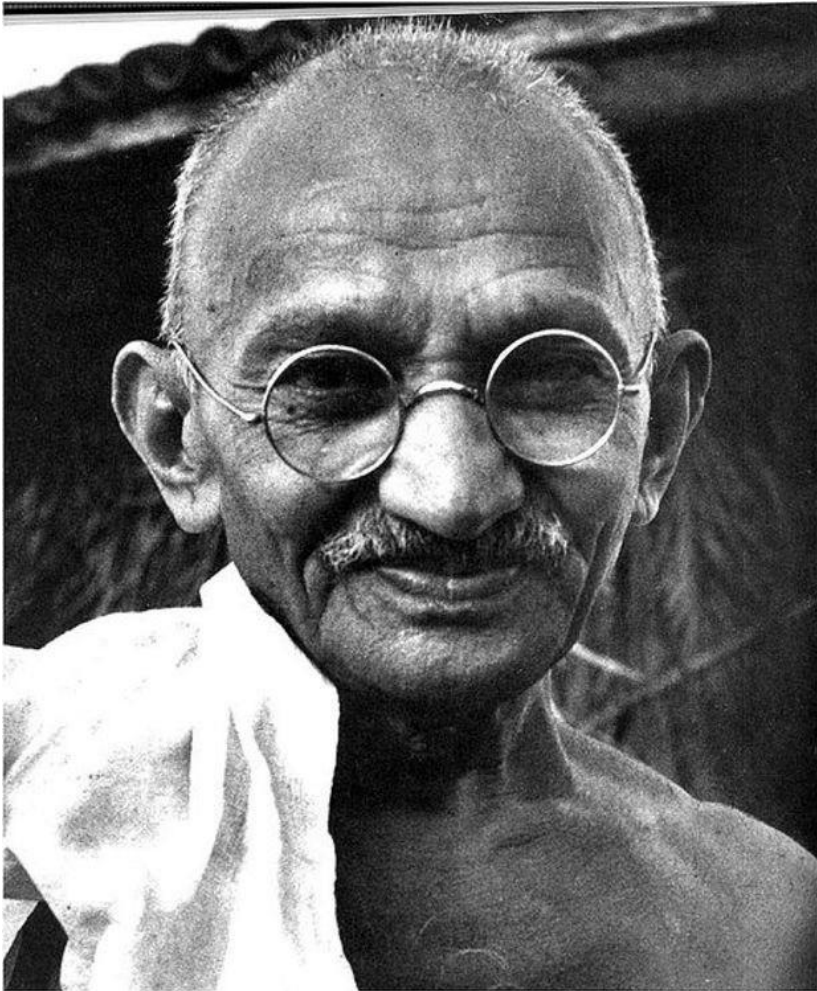
Transformational Leadership

Inspiring followers to accomplish well beyond what anyone thinks they can do, through providing vision, excitement, motivation, and focus toward the objective

Transformational Leadership

Followers and organizations are transformed through the visionary change projected by these charismatic leaders

Transformational Leadership

Transformational leaders inspire positive change in the followers' dedication to the organization, cause, or mission, and connect the followers' sense of identity and self to the collective identity of the organization

Transformational Leadership

A transformational leader:

- Acts as a role model for his/her followers
- Enhances the motivation, morale, and performance of the group
- Influences the group's values and morals
- Gives followers a sense of purpose that transcends short-term goals and focuses on higher-order needs
- Wins followers' trust

4 Components (4 "I"s)

- Idealized Influence

- Inspirational Motivation

- Intellectual Stimulation

- Individualized Attention

Idealized Influence

- Charisma

- Always acts within the context of their core values

- Identification with leaders. Leaders command respect

- Have a special gift for seeing what is really important

- Cause followers to attain loyalty to the organization

- Have a sense of mission

- Excite followers and colleagues with what they might accomplish if they work together

Influencing

Inspirational Motivation

- Most important is envisioning what is involved and establishing a sense of purpose

- Provide meaning and challenge to followers

- Create and communicate a compelling vision

- Energizes people to commitment

- Inspires followers with optimism about goals

- "Can Do" spirit

Charming

Intellectual Stimulation

- Inspire followers to rethink old ways, reevaluate ideas, look at old problems in new ways
- Encourages creativity
- Provide framework so followers see how they connect to the leader, organization, each other, and goal

Thinking

Individual Consideration

- Personal attention
- Treat each follower individually (i.e. an experienced supervisor takes time to coach a junior manager)
- Acknowledgement and respect to the individual's contribution to the team
- Inspire followers to higher levels of potential
- Coaching/mentoring

Caring

Transactional vs Transformational

Transactional	Transformational
Leadership is responsive	Leadership is proactive
Works within the organizational culture	Works to change the organizational culture by implementing new ideas
Employees achieve objectives through rewards and punishments set by leader	Employees achieve objectives through higher ideals and moral values
Motivates followers by appealing to their own self interest	Motivates followers by encouraging them to put group interests first
Management-by-exception: maintain the status quo; stress correct actions to improve performance.	Individualized consideration: Each behavior is directed to each individual to express consideration and support. Intellectual stimulation: Promote creative and innovative ideas to solve problems.

Take the Transformational Leadership Survey!

Transformational Leadership Survey

Scale: 1 = rarely   2 = sometimes   3 = often   4 = almost always

1. I go out of the way to make others feel good to be around me. 1 2 3 4
2. I help others with their self-development. 1 2 3 4
3. I help others to understand my visions through the use of tools, such as images, stories, and models. 1 2 3 4
4. I ensure others get recognition and/or rewards when they achieve difficult or complex goals. 1 2 3 4
5. I let others work in the manner that they want. 1 2 3 4
6. I get things done. 1 2 3 4
7. I have an ever-expanding network of people who trust and rely upon me. 1 2 3 4
8. I provide challenges for my team members to help them grow. 1 2 3 4
9. I use simple words, images, and symbols to convey to others what we should or could be doing. 1 2 3 4
10. I manage others by setting standards that we all agree with. 1 2 3 4
11. I rarely give direction or guidance to others if I sense they can achieve their goal. 1 2 3 4
12. I consistently provide coaching and feedback so that my team members know how they are doing. 1 2 3 4
13. People listen to my ideas and concerns not out of fear, but because of my skills, knowledge, and personality. 1 2 3 4
14. I provide an empathic shoulder when others need help. 1 2 3 4
15. I help others with new ways of looking at new and complex ideas or concepts. 1 2 3 4
16. I ensure poor performance is corrected. 1 2 3 4
17. As long as things are going smoothly, I am satisfied. 1 2 3 4
18. I monitor all projects that I am in charge of to ensure the team meets it goal. 1 2 3 4

See text for survey and scoring instructions!

Check on Learning

Match up the components of transformational leadership with the associated behavior:

1. Idealized Influence
2. Inspirational Motivation
3. Intellectual Stimulation
4. Individual Consideration

a) Caring
b) Thinking
c) Influencing
d) Charming