

Leadership

Leadership Conceptualizations

Leadership is often conceptualized as;

- A process – resides in the context and can be learned
- A trait – born with it, it's in you
- An ability – natural or learned
- A skill – a competency that can be learned or developed
- A behaviour – observable task and or process behaviours
- A relationship – a process of communication and collaboration

Leadership Defined

*“Leadership is a **process** whereby an individual influences a group of individuals to achieve a common goal.”*

Northouse, page 3

- An interactive event between leaders and followers
- Not just the role of the formally designated leader in a group

*“Leadership is a process whereby an individual **influences** a group of individuals to achieve a common goal.”*

Northouse, page 3

- How the leader affect followers
- Without the ability to influence, leadership cannot exist

*“Leadership is a process whereby an individual influences a **group** of individuals to achieve a common goal.”*

Northouse, page 3

- Leaders cannot influence unless there are people around to influence
- It is a social activity

*“Leadership is a process whereby an individual influences a group of individuals to achieve a **common goal**.”*

Northouse, page 3

- There must be a direction; something to achieve/attain

Leadership Described

Trait versus Process Leadership

- Give some examples of qualities people are BORN with that make them leaders
- Extraversion, IQ, charisma

Assigned versus Emergent Leadership

- Give an example of an instance in which you “emerged” as a leader. Explain how your communication might have facilitated your emergence as leader

How the Concept of POWER differs from Leadership

Power: The ability to influence (related to leadership as part of the influence process)

- Referent Power *form of personal power*
- Expert Power *form of personal power*
- Legitimate Power *form of positional power*
- Reward Power *form of positional power*
- Coercive Power *form of positional power*

Leadership versus Management

Management	Leadership
Function: to provide order and consistency	Function: to produce change and movement
To manage means to accomplish activities and master routines	To lead means to influence others and create visions for change
Is a unidirectional authority relationship – directed toward coordinating activities in order to get a job done, join forces to sell goods and services	Is a multidirectional influence relationship – process of developing mutual purposes, working together to create real change
Managers are reactive and prefer to work with people to solve problems but do so with low emotional involvement and limited choices	Leaders are emotionally active and involved, seek to shape ideas and expand options to solve long-standing problems by changing the way people think about what is possible

Different but overlapping constructs!

All leaders manage, but not all managers are leaders.

Universal Leadership Attributes

Negative Leader Attributes	Positive Leader Attributes
Loner	Trustworthy
Irritable	Foresighted
Ruthless	Positive
Asocial	Builds confidence
Nonexplicit	Intelligent
Dictatorial	Win-win problem solver
Uncooperative	Excellence oriented
Egocentric	Just
	Plans ahead
	Dynamic
	Motivational
	Decisive
	Communicative
	Coordinator
	Honest
	Encouraging motivator
	Dependable
	Effective bargainer
	Informed
	Team builder

Knowing Yourself

- The best leaders really know themselves;
 - o Their values
 - o Their goals
 - o Their boundaries
 - o Their strengths and weaknesses
- As part of this course, we will embark on some self-discovery missions to help you really learn about yourself and your leadership
- Be prepared to share what you learn about yourself as, only by seeing differences can we really *understand* ourselves

What is Leadership?

Ownership Power

A leader's strength of ownership power depends on

- How closely the leader is linked to shareholders and board members
- How much money he or she has invested in the firm
- The New Golden Rule states that the person who holds the gold, rules

- The Platinum rule is: do unto others what they want done unto them

Dependency Power

- An organization requires a continuing flow of human resources, money, customers and clients, technological inputs, and materials to continue to function
- Organization subunits or individuals who can provide these key resources accrue power
- The power resides implicitly in the other's dependency on the resource
- So – volunteer to learn new jobs, especially ones that others do not like as much to gain more power

Power from Capitalizing on Opportunity

- Power can be derived from being in the right place at the right time and taking the appropriate action
- An individual or business unit may discover the opportunity by careful analysis and strategic planning, or by serendipity
- Either way, an individual or business unit must act appropriately to capitalize on the opportunity

Power from Managing Critical Aspects of the Business

- Known as the **strategic contingency theory**
- Units best able to cope with the firm's critical problems and uncertainties acquire relatively large amounts of power
- A subunit can acquire power by virtue of its centrality
- **Centrality** is the extent to which a unit's activities are linked into the system of organizational activities

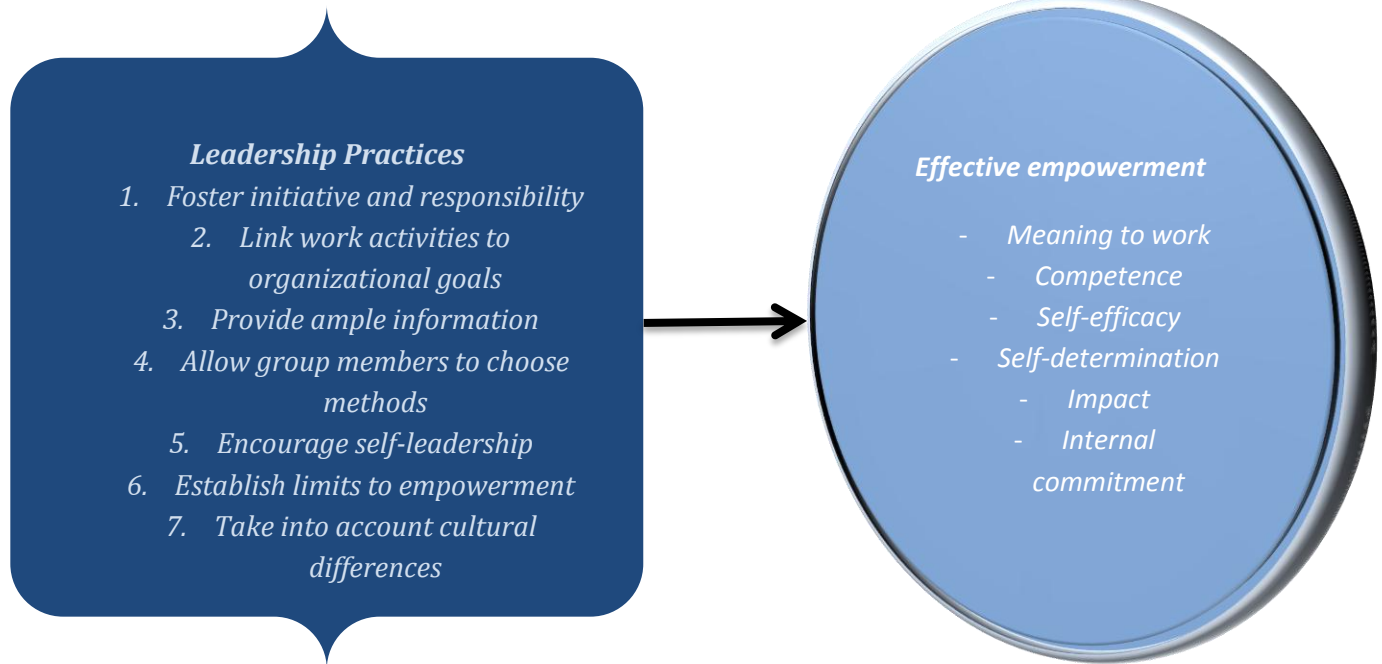
Power from Being Close to Power

- The closer a person is to power, the greater power he or she exerts
- The higher a unit reports in a firm's hierarchy, the more power it possesses
- Acquiring power alone does not make great leadership
- Acquiring power takes ambition, but ambition can lead to unethical behaviour

Psychological Definition of Empowerment

- **Meaning** – if the work is meaningful to individuals they will feel empowered
- **Competence** – if the workers feel competent they will feel empowered
- **Self-determination** – if the workers feel they have choices they will feel empowered
- **Impact** – if the workers feel they can influence outcomes they will feel empowered
- **Internal Commitment** – if the workers commit to a goal or vision on a personal level they will feel empowered

Effective Empowering Practices



Effective Delegation of Empowerment

- Commonly used tactic to increase worker empowerment
- More narrow than empowerment
- Refers to a specific task or responsibility, not the mental state of feeling empowered
- Can be motivational and effective if done well

Organizational Politics

- Gaining power through means other than merit or luck
- Regarded as emphasizing self-interest at the expense of others
- Sometime called “kissing up”
- Trend now is a more positive view
- Seen as political skill combining social awareness and the ability to communicate

Ethical Political Tactics and Strategies

- Behaviours aimed at accruing power
- Behaviours aimed at building relationships
- Behaviours aimed at avoiding political blunders

Tactics and Strategies to Accrue Power

- Develop power contacts
- Control vital information
- Control lines of communication

- Do what the political environment demands
- Bring in outside experts
- Make a quick showing
- Remember the expectation of payback
- Be politically correct
- Be the first to accept reasonable changes

Strategies to Build Relationship

- Display loyalty
- Manage your impression
- Ask satisfied customers to contact your boss
- Be courteous, pleasant, and positive
- Ask advice
- Send thank you notes to large numbers of people
- Flatter others sensibly

Avoid Political Blunders

- Criticizing the boss in a public forum
- Bypassing the boss
- Declining an offer from top management
- Putting your foot in your mouth
- Not conforming to company dress code

Unethical Political Tactics

- Backstabbing
- Embrace or demolish
- Setting a person up for failure
- Divide and rule
- Playing territorial games
- Creating and then resolving a false catastrophe

Exercising Control Over Dysfunctional Politics

- Be aware of its causes and techniques
- Avoid favouritism
- Set good examples at the top of the organization
- Encourage goal congruence
- Threaten to discuss questionable information in a public forum
- Hire people with integrity

Summary

- Organizational power may be derived from position, personal characteristics, ownership, managing critical problems, resources, capitalizing upon opportunity, and being close to power

- Full-fledged empowerment includes meaning, competence, self-determination, impact, and internal commitment
- Delegation is an important part of empowerment
- To acquire and retain power, a leader must skillfully use organizational politics
- Political tactics and strategies may be either ethical or unethical
- Carried to the extreme, organizational politics can hurt an organization and its members

History of Leadership

Historically, leadership is male-dominated.

Just like animals...

- Chimpanzees, lions, wolves, etc. unite behind the dominant male of the land
- Most accounts of leadership over the past few millennia (since the creation of Christian religions) are through the perspective of a patriarchal society

But not all animals!

- Elephants, meerkats, bonobos are matriarchal
- Current customs are a recent invention in human history and our original method of familial practices were more women based
- The fundamental assumption that has been built into 90% of the world's countries is that man is the "natural" biological predisposition of the homo sapiens
 - o Widespread oppression of women in all of those countries, but in varying degrees

Similarly...

- Leadership studies routinely define leadership as either standing out in a crowd or occupying a senior position in an organization
- Very little emphasis historically on how the followers affect leadership

Leadership discussions...

Are almost as old as recorded history;

- Can be found in
 - o Greek and Latin classics
 - o The Old and New Testaments
 - o The writings of the ancient Chinese philosophers
 - o In the early Icelandic sagas

The Leadership Trail

Formal leadership studies only began in the late 1920's, but most have occurred since the (1970's?, I think).

3 Broad Categories:

- Instrumental theories
- Inspirational theories
- Informal theories

The Trail Continued

Theories trace (though not sequentially) the following path:

- Trait Theory -> Behavioural and Style Theories -> Situational and Contingency theories
- Functional Theory (1962)
- Transactional and Transformational Theories (1978), Charismatic, Visionary
- Environmental Theories

The Management Trail...

- 1770s – Industrial Revolution (machines emerge) AND Adam Smith’s division of Labor AND Eli Whitney’s interchangeable parts
- 1900s – Frederick W. Taylor – Scientific Management (via time studies)
- 1930s – 1960s – Hawthorne Studies and HR Management
- 1940s – 1960s – Management Science/OR
- 1960s – Computer Age
- 1970s – Environmental Issues
- 1980s – JIT, TQM, BRE, Global Competition
- 1990s – Flexibility, Time-based Competition, SCM
- 2000s – E-Comm, B-Comm, Outsourcing

Leadership Studies Evolve

- As times change and society changes and as researchers develop new researching tools, leadership studies evolve, too.
- Seek to understand “what” leadership is AND “how” it is. (casual, variance, research versus process, understanding research)
- Shifting from efficiency to effectiveness considerations, “great man = great leader” to “great leader = motivated followers that improve society” thinking

The Still Unknown

- Most research very North American
 - o Individualistic vs. Collectivistic
 - o Oriented towards self-interest rather than duty
 - o Oriented towards rules and procedures rather than norms
 - o Emphasizing assumptions of rationality rather than aesthetics, religion, or superstition
 - o Assumes centrality of work and a democratic value orientation
- Many cultures do not share these assumptions

- Still little theory or evidence regarding:
 - o Management selection
 - o The introduction of change
 - o Resolution of conflict
 - o The exercise of upward influence
 - o How leaders exercise political influence in organizations
 - o Load of situational variables that enhance, constrain, or substitute for leadership

Modern Views of Leadership: Traits and Skills Approaches

The Trait Approach

- Traits: defined as habitual patterns of behaviour, thought, and emotion
 - o Relatively stable over time
 - o Differ among individuals
 - o Influence behaviour

Which Traits Matter?

- The list is long!
- Which traits are essential for leaders?
 - o 6 key traits identified: intelligence, confidence, charisma, determination, sociability, integrity
- In truth, nearly all of the traits are probably related to effective leadership

The Big Five (FFM)

- In contemporary psychology, the “Big Five” factors of personality are five broad dimensions of personality which have been scientifically discovered to define human personality
- Represent the basic structure behind all personality traits
- The Big Five Factors and their component traits can be summarized as follows (think “CANOE”):
- **Conscientiousness**: a tendency to show self-discipline, act dutifully, and aim for achievement; planned rather than spontaneous behaviour
- **Agreeableness** – a tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others
- **Neuroticism** – a tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, or vulnerability; sometimes called emotional instability (Sensitive to situations)
- **Openness** – appreciation for art, emotion, adventure, unusual ideas, curiosity, and variety of experience
- **Extraversion** – energy, positive emotions, urgency, and the tendency to seek stimulation in the company of others
- **Which ones really matter to leadership?**

Emotional Intelligence

- Trait EI refers to an individual's self-perceptions of their emotional abilities: people who are more sensitive to their emotions and the impact of their emotions on others are more effective leaders
- Very new avenue of inquiry (early 1990's) and still emerging (varied definitions, measures, inconsistent research findings) BUT it does appear to make a difference

Traits INFLUENCE Behaviour

3 approaches have been defined that explain how personality traits are "freed/constrained"...

Dispositional - individuals behave according to their personality

Situational – individuals behave according to context

Eg. Scared of dogs, attacked by a dog when younger

Interactionist – individuals behave according to both their personality and the context

Skills Approach

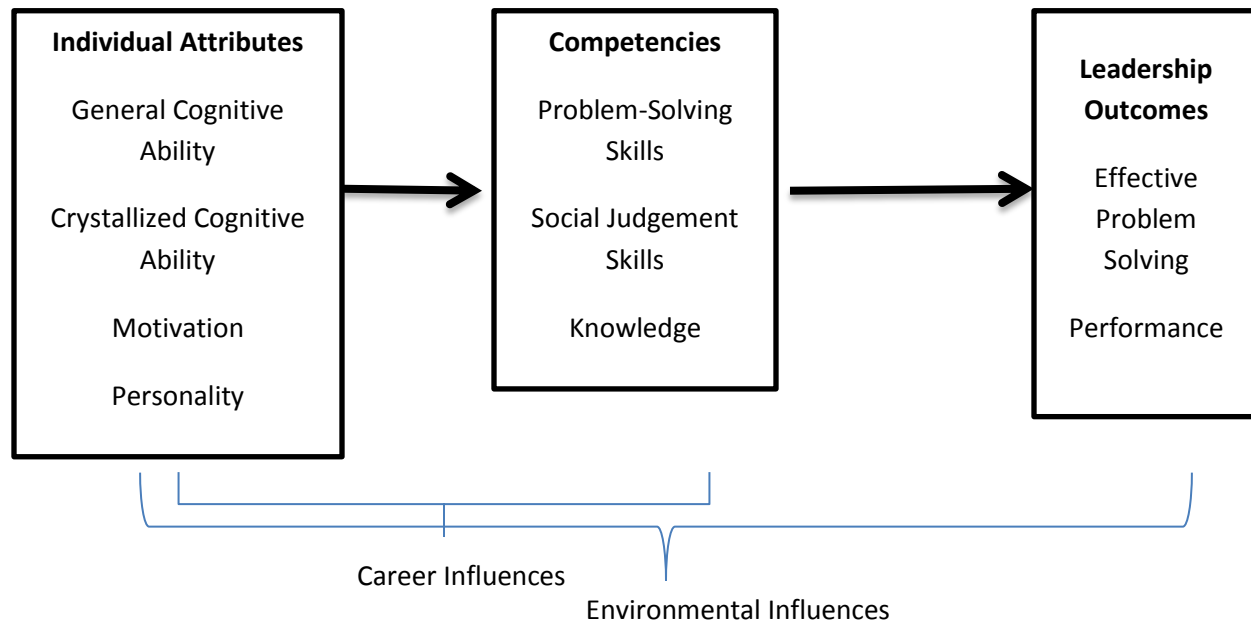
- Skills and abilities: can be learned and developed (as opposed to simply what you "are")
- This perspective emerged in 1955 (-ish) but was largely ignored due to a focus on trait research
- However, since 2000 has become a MAJOR focus of study (hence the rise of leadership courses!)

Three-Skill Approach (Katz)

- Leadership depends on 3 basic personal skills:
 - o Technical
 - Specific knowledge
 - o Human
 - Knowledge about and ability to work with people
 - o Conceptual
 - Ability to work with ideas and concepts
- Importance of each depends on where you are in the management structure

Skills Model (Mumford et al.)

- Examines the relationship between a leaders' capabilities and the leaders' performance
- Emphasizes the capabilities that make effective leadership possible
- Describes five components of leader performance



Katz versus Mumford et al.

- Katz suggest the importance of skills varies depending on hierarchical position
- Mumford et al. describe how leadership outcomes are impacted by individual attributes, competencies, and external forces
- Together, provide a map to help reach effective leadership in organizations

Trait Approach: Strengths and Weaknesses

Strength	Weakness
Very straightforward, measureable	Focuses solely on leaders
Helpful for personal awareness/development	Huge list of traits
Consistent with perception	Doesn't take situations into account
Strong research behind it	Very subjective because it is so broad
Highlights the leader component	Doesn't relate to outcomes
Gives benchmarks for what to look for in a leader	Doesn't help with teaching – you are or you aren't

Skills Approach: Strengths and Weaknesses

Strength	Weakness
Stresses skills development	Extends beyond the boundaries of leadership: general versus precise
Intuitively appealing	Weak in predictive value (no variability accounted for)
Complex picture of leadership	Not a strictly skills approach (includes traits!)
Helps create a structure for education and development programs	

Style Approach

Describes leadership as being comprised of two general kinds of behaviours:

- Task Behaviours
 - Facilitate goal accomplishment: help group members achieve objectives
- Relationship Behaviours
 - Help subordinates feel comfortable with themselves, each other, and the situation
- Part of the Leadership Grid:
 - Paternalism/Maternalism
 - The “benevolent dictator”; acts gracious for purpose of goal accomplishment
 - Reward and approval are bestowed on people in return for loyalty and obedience; failure to comply leads to punishment
 - Opportunism
 - People adapt and shift to any grid style needed for gain maximum personal advantage
 - Leader usually has a *dominant* grid style used in most situations and a *backup* style that is reverted to when under pressure

Three Original Styles

- **Authoritarian/Autocratic**
 - Provide clear expectations
 - Clear division between leader and follower
 - Leader makes decisions
- **Participative/democratic**
 - Leader offers guidance
 - Leader participates in group
 - Leader consults before deciding
- **Laissez-faire/Free reign**
 - Leader offers little or no guidance
 - Group has few defined roles
 - Decision making is left to group

Authoritarian / Autocratic

- Ideal Conditions
 - Information is known
 - Short on time
 - Employees well motivated
- Strengths
 - Control over group maintained
 - Communication is pronounced
- Weaknesses
 - Less effective as trust builder
 - Connotation of “bullying”

- Low on employee input

Participative / Democratic

- Ideal Conditions
 - Leader has partial information
 - Employees are knowledgeable or skilled
- Strengths
 - Extracts strengths from group members
 - Members become well informed
 - Recognizes achievement
- Weaknesses
 - Poor when group members
 - Don't work well together
 - Procrastinate
 - Are free-riders

Laissez-Faire

- Ideal conditions
 - Creativity and freedom required
- Strengths
 - In some situation, some people thrive on freedom
- Weaknesses
 - "non-leadership"
 - Little is accomplished
 - Chaos
 - Unmotivated, disheartened employees result in productivity going down

Delegative / Free Reign

- Ideal Conditions
 - Employees can problem solve
 - Leader overwhelmed on other matters
- Strengths
 - Frees up leader
 - Leader training for members
- Weaknesses
 - At the mercy of employees
 - Group can wander from goal

Style → Performance

- **Good Leaders** use all 3 styles, with one of them normally dominant
 - Can "change suits"
- **Bad leaders** tend to stick with one style

Six Emotional Leadership Styles

- Visionary
 - o Moves people towards a shared vision
- Coaching
 - o Connects wants to organizational goals
- Affiliative
 - o Creates in-group connections / harmony
- Democratic
 - o Acts to value commitment via participation
- Pacesetting
 - o Builds challenge and exciting goals
- Commanding
 - o Gives clear directions by her powerful stance

Charismatic vs. Quiet Styles

Charismatic Leaders

- Inspire others and encourage them to be their best
- Followers want to impress a charismatic leader, so they work hard and strive to succeed

Quiet Leaders

- Actions speak louder than words
- Not motivated to take credit

Negative Styles

- Post-hoc management
 - o a poor, but common style
- micromanagement
 - o controls every detail
- seagull management
 - o flying in, pooping on you and flying off again
- mushroom management
 - o drop them in compost and keep them in the dark
- Kipper management
 - o Two-faced approach

Situational Leadership

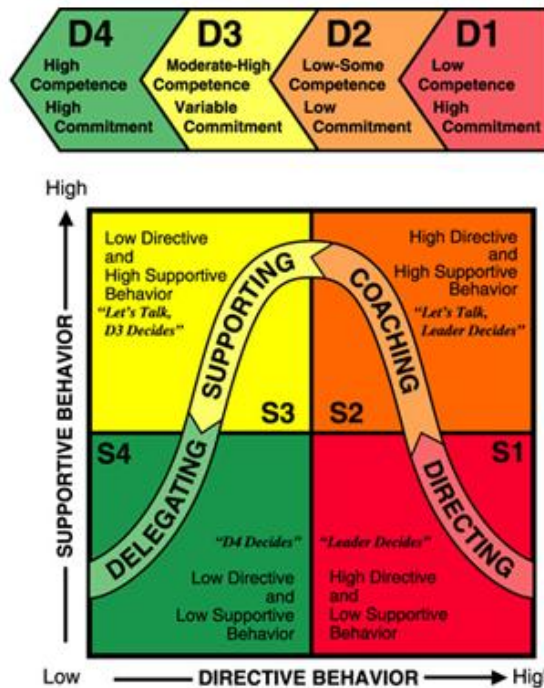
Perspective

Centred on two ideas:

1. Subordinates *meander* along the developmental continuum of competence and commitment
 2. Leaders can *match their style* to the competence and commitment of subordinates
- Focuses on leadership in situations
 - Emphasizes adapting style: different situations demand different kinds of leadership

Dimensions

Leaders evaluate employees' competence and commitment to perform a given task



Directive Behaviour

Method: Help group members in goal achievement via one-way communication

- Giving directions
- Establishing goals and how to achieve them
- Methods of evaluation and timelines
- Defining roles

Supportive Behaviour

Method: Help group members in feeling comfortable with themselves, co-workers, and situation via two-way communication

- Asking for input
- Problem solving
- Praising, listening

Style S1

Main attention: goal achievement

Minimum attention: supportive behaviours

S1 is also called **directing style**.

- High direction
- Low support

Style S2

Main attention: goal achievement and followers social and emotional needs

S2 is also called **coaching**.

- High direction
- High support

Style S3

Main attention: followers' social and emotional needs

Delegates day-to-day decision making

S3 is also called **Supportive**.

- Low direction
- High support

Style S4

Minimum attention: task and social support

Delegates day-to-day decision making.

S4 is also called **Delegating**.

- Low direction
- Low support

Situational Approach

1st Task

Diagnose the Situation

- Identify the developmental level of employee

2nd Task

Adapt their Style

- Leadership style must correspond to the employee's development level

Dimensions

Leaders evaluate employees' competence and commitment to perform a given task.

Supportive behaviour is based on *self-efficacy*, commitment, motivation, etc.

Directive behaviour is based on task competency.

How Does the Situational Approach Work?

Employees Developmental Needs	Leader's Leadership Style
D1 – Focus on Low-Medium Competence	S1 – Directing High Directive – Low supportive
D2 – Focus on both Low-Medium Competence and Low-Medium Self-efficacy	S2 – Coaching High Directive – High Supportive
D3 – Focus on Low- Medium Self-Efficacy	S3 – Supporting High Supportive – Low Directive
D4 – Minimum Focus Required	S4 – Delegating Low Supportive – Low Directive

Self-Efficacy is A person's belief about his or her ability and capacity to accomplish a task or to deal with the challenges of life.

Read more:

<http://www.businessdictionary.com/definition/self-efficacy.html#ixzz2CgsUSKNt>

Leader Effectiveness

Requires leaders to demonstrate a strong degree of flexibility.

Leader Effectiveness depends on:

Assessing subordinate's developmental position, and **adapting** his/her leadership style to **match** subordinate developmental level.

Model Strengths

- Credible Training Model
 - o General market approval
- Practical
 - o Easily understood and applied in various settings
- Prescriptive
 - o Clear "should" and "Should not"
- Leader Flexibility
 - o Gives value to leaders with the ability to change their style
- Differential Treatment
 - o Recognizes subordinates have unique needs

Model Weaknesses

- *Empirical* issues

Empirical is derived from or guided by experience or experiment

- Mixed empirical support
- D1, D2, D3, D4 are conceptually but not empirically grounded
- Theoretical issues
 - Conceptualization of “commitment” is unclear – depends on whether questions raise motivation, self-efficacy, emotional, etc. connotations
 - Does not account for how demographics influence the leader-subordinate prescriptions
 - Fails to adequately address the issue of one-to-one versus group leadership

Warning

Follow up on the notion of favouritism.

- Model will generate issues if:
 - A leader’s assessment of the follower is different than the follower’s assessment of him or herself
 - A follower’s assessment of him or herself aligns with the leader’s assessment, but yet the employee wants a different treatment
 - A follower’s assessment of another follower’s needs differs from the assessment made by the leader
 - A leader delivers a style to suit the majority leaving followers with different needs to adopt to the style presented

Contingency Theory

Review: Leadership Theories

Leader Focus:

Great Man Theory

- Leadership traits

Behavioural Theory

- Leadership skills / competency
- Leadership style

Leader-Follower Interaction Focus

Situational Approach

- Adapt leadership to situations

Contingency Theory Approach

Perspective

Centred on two ideas

1. The primary contextual issues to consider are **relations, task, and power** related
2. Leaders with a **style that matches the context** can be selected

Effectiveness depends on how well the leader's style is suited to fit the context

Contends that leaders should not expect to be effective in every situation

1st Task

Diagnose the Situation

1. Identify the Leader-Member Relations
2. Identify the Task Structure
3. Identify the Power Position

Leader-Member Relations

Subjective Rating

Situational Factor #1

Refers to the group atmosphere and the degree of confidence, loyalty, and attraction of followers for leader

Good Group Atmosphere

- High degree of subordinate trust
- High degree of liking
- Positive relationship
- Positive dynamics

Poor Group Atmosphere

- Little or no subordinate trust
- Friction exists
- Unfriendly / hostile
- Negative dynamics

Leader-Member Relations	Good	Poor
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Situational Factor #2

The degree to which requirements of a task are clear and spelled out.

High Task Structure (Structured)

- Requirements / rules: clear, stated, known
- Path to accomplish: few alternative
- Task completion: clear, verifiable
- Limited number of correct solutions exist

Low Task Structure (Unstructured)

- Requirement / rules: unclear, unstated, unknown
- Path to accomplish: many alternative
- Task completion: not clear or verifiable
- Unlimited number of correct solutions exist

Task structure	Structured	Unstructured
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Objective Rating

Situational Factor #3

Designates the amount of authority a leader has to reward or punish followers.

Strong Power

- Authority to hire or fire
- Authority to give raises in rank or pay

Weak Power

- No authority to hire or fire
- No authority to give raises in rank or pay

Power Position	Strong	Weak
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Situation Favourableness

The Sum of 3 Situational Factors

Favourableness	High								Low	
Leader-Member Relations	Good				Poor					
Task Structures	Structured		Unstructured		Structured		Unstructured			
Power Position	Strong	Weak	Strong	Weak	Strong	Weak	Strong	Weak		
	I	II	III	IV	V	VI	VII	VIII		

Contingency Theory Approach

1st Task	2nd Task
<u>Diagnose the Situation</u> <ol style="list-style-type: none"> 1. Identify the leader member relations 2. Identify the Task Structure 3. Identify the Power Position 	<u>Select a Leader Style</u> <ol style="list-style-type: none"> 1. Identify best Leader Style 2. Select Leader <ol style="list-style-type: none"> a) Existing or, b) New

Leadership Styles

Questionnaire Based Rating

Based on Leader's Motivation

Task-Motivated (Low LPCs)

- Primary need: reaching goal
- Secondary Need: developing close interpersonal relationships

Relationship-Motivated (High LPCs)

- Primary Need: developing close interpersonal relationships
- Secondary Need: Reaching a goal

Preferred Leadership Style	Low LPCs	High LPCs
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LPC Questionnaire

LPC = Least Preferred Co-worker

Measures Leader Orientation

- Measure of a leader's description of past "Least Preferred Co-worker (LPC)"
- Reveals orientation... like task vs. relationship

Contingency Model

Favourableness	High				Low			
Leader-Member Relations	Good				Poor			
Task Structure	Structured		Unstructured		Structured		Unstructured	
Power Position	Strong	Weak	Strong	Weak	Strong	Weak	Strong	Weak
	I	II	III	IV	V	VI	VII	VIII
Preferred Leadership Style	Low to Middle LPC's				High LPC's			Low LPC's

Ineffective Leadership

Leadership Ineffectiveness = Leader / Situation Mismatch

- Stress and anxiety result
 - o Leader reverts to less mature coping style
 - o Results in poor decision making
 - o Negative dynamics

- Negative work outcomes

Strengths

- Empirical Support
 - Found to be a valid and reliable approach to explaining how to achieve effective leadership
- Broadened Leadership Theory Understanding
 - Emphasizing the importance of a leader's style and the demands of different situations
- Predictive
 - Provides relevant information regarding the type of leadership that is most likely to be effective in particular contexts
- Not an all-or-nothing approach
 - Companies can strive to place leaders in optimal situations

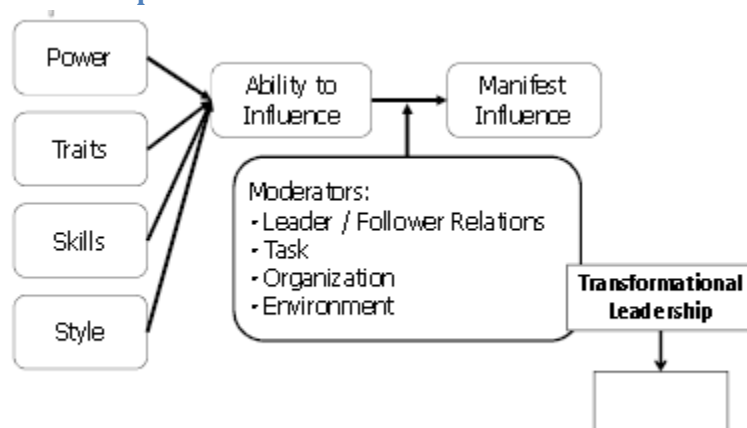
Criticisms

- Fails to fully explain why leaders with particular leadership style are more effective in some situations than others
- Criticism of LPCs scale validity as it does not correlate well with other standard leadership measures
- Cumbersome to use in real-world settings
- Fails to adequately explain what should be done about a leader/situation mismatch in the workplace

Transformational Leadership

- Argues the focus of a leader should be on internal motivation and development of followers
- Is about changing and transforming people
- "Hot" since the 1980's

Leadership Model



The 4 I's

1. Idealized Influence / Charisma (attributes)
2. Inspirational Motivation (behaviours)
3. Intellectual Stimulation
4. Individualized Consideration

Transactional Leadership

- Exchange things of value to advance agendas (personal and collective)
 - o Contingent Reward
 - o Management-by-exception (active vs. passive)

Strengths

- **Broadly researched:** Transformational Leadership has been widely researched, including a large body of qualitative research centering on prominent leaders and CEOs in major firms
- **Intuitive appeal:** People are attracted to Transformational Leadership because it makes sense to them.
- **Process-focused:** Transformational Leadership treats leadership as a process occurring between followers and leaders.
- **Expansive leadership view:** Transformational Leadership provides a broader view of leadership that augments other leadership models.
- **Emphasizes follower:** Transformational Leadership emphasizes followers' needs, values, and morals.
- **Effectiveness:** Evidence supports that Transformational Leadership is an effective form of leadership.

Criticisms

- Lacks **conceptual** clarity
 - o Dimensions are not clearly defined
 - o Parameters of TL overlap with similar conceptualizations of leadership
- **Measurement** questioned
 - o Validity of MLQ not fully established
 - o Some transformational factors are not unique solely to the transformational model
- TL treats leadership more as a personality trait of predisposition than a **behaviour** that can be taught
- **No causal link** shown between transformational leaders and changes in followers or organizations
- TL is **elitist** and **antidemocratic**
- Suffers from **heroic leadership** bias
- Has the potential to be **abused**

Application

- Provides a general way of thinking about leadership that stresses ideals, inspiration, innovations, and individual concerns

- Can be taught to individuals at all levels of the organization
- Able to positively impact a firm's performance
- May be used as a tool in recruitment, selection, promotion, and training development
- Can be used to improve team development, decision-making groups, quality initiatives, and reorganizations
- The MLQ and Sosik and Jung (2010) guide help leaders to target areas of leadership improvement

Effective Presentations

Worst Human Fears

1. Speaking in front of groups
2. Dying
3. Speaking and dying in front of a group

Ways to Kill a Presentation

- Talking too rapidly
- Speaking in a monotone
- Using too high a vocal pitch
- Not smiling enough
- Talking and not saying much
- Presenting without emotion
- Using too many "big" words
- Not explaining the meaning of words and expressions
- Using poor grammar
- Not pausing occasionally – silence is okay
- Talking too quietly
- Using slang or profanity
- Talking without knowledge or preparation
- Not making proper eye contact
- Distracting fidgety behaviour
- Talking down to the audience
- Not summarizing or concluding clearly
- Insulting the audience's intelligence
- Not asking for actions
- Standing and reading away...

Is There a Difference?

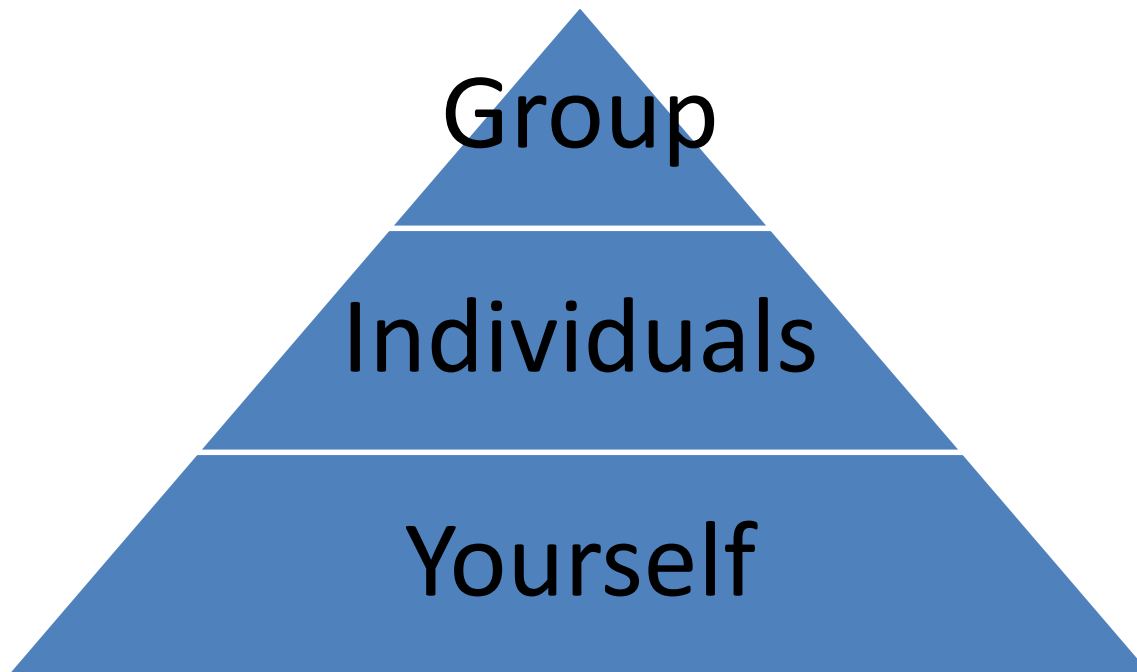
- Communication
 - o Conveying ideas to others
- Effective Communication

- Share your message so that it is easily **understood**
- Effective communication is key to career advancement

Results of Effective Communication

- People who communicate effectively are able to:
 - Exercise leadership
 - Inspire people to take action
 - Obtain trust and respect
 - Get others to feel more confident about themselves
 - Convey information easily and accurately
 - Achieve goals

Steps to Powerful Presentations



Strategies to Improve Your Skills

- Study other presenters
- Practice at every opportunity
- Practice thinking on your feet
- Work on your confidence
- Make mistakes
- Self-assessment
- Training courses are available
 - Toastmasters, Dale Carnegie

Self-Assessment

- The only way to improve your public speaking abilities

- Think of the last time you presented
 - In-class
 - Volunteer group
 - Work environment

Evaluate Yourself

Element	Good	Not Good	To Improve
Opening			
Voice			
Delivery			
Content			
Gestures			
Eye-contact			
Posture			
Warm smile			
Use of Visuals			
Handling of Qs			
Closing			
Departure			

5 Elements of Power Presentations

- The Speech
- Body Language
- Use of Equipment
- The Environment
- Preparation

The Speech:

Objectives

- Must have at least one of four objectives
 - To inform
 - To entertain
 - To touch the emotions
 - To move to action

Acceptance

- Adjust vocabulary to suit each group
- Look, talk, and act the way the group does
- Develop a structure that can be easily memorized
 - E.g. "Three Strategies to Increase Sales"

Capture Interest

- Go from the familiar to unfamiliar

- Make the audience participants
- Pay the listeners a compliment
- Use an unusual statistic
- Ask the audience a challenging question
- Ask for a show of hands
- Make a promise
- Develop an outline

Delivery

- Do not read from notes
- Let your visuals be your notes
- Use short phrases
- Avoid clichés
- Vary your voice

Possible Presentation Structure Methods

- Chronological/historical
- Sequential
- Categorical
- Compare and contrast extremes
- Hierarchical
- Review options
- Expanding radius

Closing

- Summarize
- Close with an anecdote
- Call to action
- Ask a rhetorical question
- Make a statement
- End the way you begin

Body Language

Importance

The believability of words is influenced:

7% by words

38% by the tone of voice

55% by body language

Points for Consideration

- Analyze yourself

- Smile
- Eye contact
- Hands
- Gestures
- Shoulders
- Movement

Signs of Nervousness

- Hands in pockets
- Failure to make eye contact
- Finger tapping
- Fist clenching
- Fast, jerky gestures
- Cracking voice
- Clearing of the throat
- Licking and biting of the lips

Use of Equipment

Considerations

- Lecterns/desks
- Overhead transparencies
- Handouts
- Models or samples
- Graphs
- PowerPoint

PowerPoint

- Standardize colours and styles
- Use contrasting colours
- Be consistent with animation, transitions, and effects
- Avoid excessive animation
- Include only necessary information
- Avoid long sentences
- Make the font big!
- Generally no more than 6 words per line
- Generally no more than 6 lines per slide
- Limit punctuation marks
- Fancy fonts can be hard to read
- Know how to navigate and practice

PowerPoint Killers

- Keep your background WHITE so lighting is not an issue
- Crazy fonts

- Any form of long text

The Environment

Creating an Effective Environment

- Arrive early or in advance
- Turn on the air conditioning or open windows
- Know where the switches are
- Put a “reserved” sign in the last row
- Rearrange whatever you must in order to feel comfortable

Preparation

- Good preparation compensates for lack of talent
- Rehearse with your peers
- Practice on your feet
- 80/20 rule
 - o 80% of time on delivery and only 20% of your time on content
- Plan, rehearse, time, and then add 10%

The Question and Answer Period

- Anticipate questions in advance
- Ask others to role play so you can rehearse
- Maintain eye contact with questioner, nod slowly and create some distance
- Repeat the question if necessary
- Thank participants for their question
- Never blame the audience if they didn't understand you
- Long-winded questions
 - o Be patient and try to summarize
- Silly questions
 - o “That’s interesting, thank you for your feedback” and move on

Conclusion

- Understand the skills required to become an effective presenter
- Overcome your fears
- Use new strategies to improve your skills
- Utilize the five elements of power presentations

Issues in Leadership: Women

- Why is this an “issue”?
 - o Only researched since the 1970s.
 - o The real question now is “what are the leadership style and effectiveness differences between women and men?”

Style Differences

- Women lead in a more democratic (participative) way
- Women's styles are more transformational and they engage in more contingent reward behaviours
- Women are devalued when:
 - o They lead in a masculine manner
 - o They occupy a masculine leadership role (i.e. manufacturing plant manager, coach)
 - o The evaluators were men

Prejudice?

Roles

Gender Roles are socially determined:

- Culture specific
- Defined by the context
- Change over time

What Does Gender Equality Mean?

Equality does not mean that men and women should be the same.

It means:

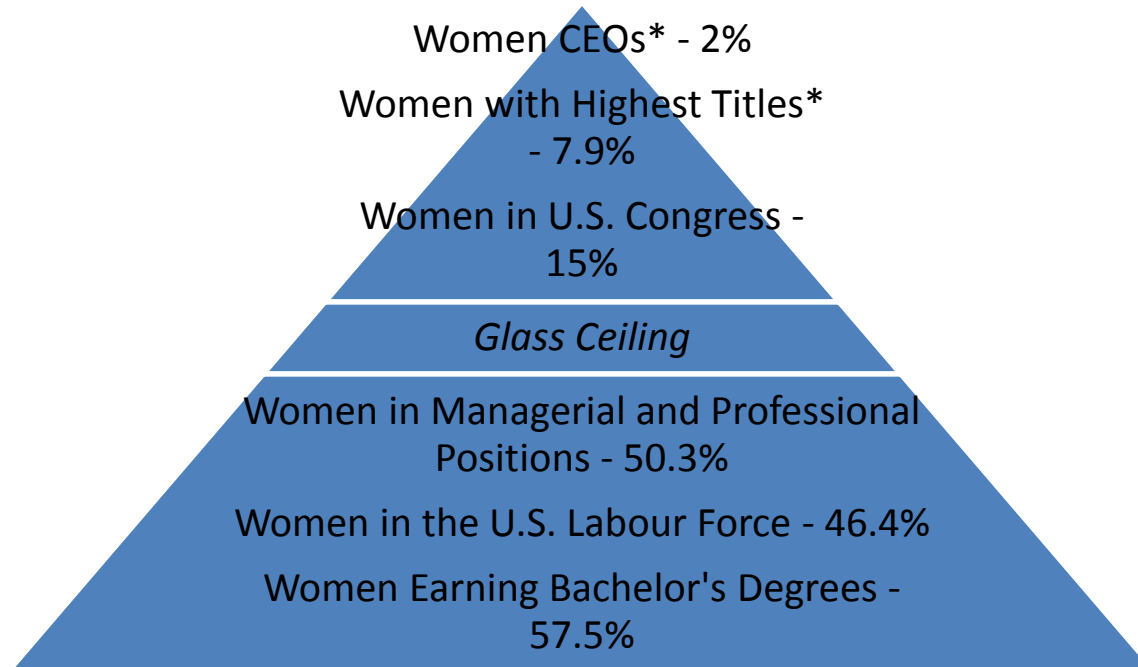
- Equal rights, access, and opportunities for women, men, boys, and girls
- Eradication of biases and discrimination
- Respect for differences, aspirations, concerns, and needs

Effectiveness Differences

- Equally effective BUT
 - o In roles that were congruent with their gender
 - Women not so effective in military, when supervising lots of men, or when males rate their leadership performance
 - BUT more effective in education, government, social services, and MUCH more effective in middle management (all require communal interpersonal skills)

The Glass Ceiling

- The invisible barrier preventing women (and other ethnic and racial minorities) from ascending into elite leadership positions



*In Fortune 500 companies

2010 Female Fortune 500 CEOs

- Currently, 15 FORTUNE 500 companies are run by women, the same number as last year, although some of the names have changed. At Xerox, Ursula Burns became the first woman CEO to replace a woman, Anne Mulcahy, as a Fortune 500 chief.

The Glass Ceiling: Reason 1

- **Human capital differences**
 - o Less education (false), on the job training (true), and work experience (true because of childcare and domestic responsibilities)
 - Did you know... a woman will do 7 hours MORE of housework per week if she has a husband?

The Glass Ceiling: Reason 2

- **Gender Differences**
 - o Women self-promote less
 - o Women less likely to ask for what they want/negotiate
 - Debates as to why...evolution or socialization?

The Glass Ceiling: Reason 3

- **Prejudice**
 - o Gender Stereotypes
 - Women need to be both tough AND feminine...media often focuses on female personality and clothing

- Communal qualities preferred in women, agentic qualities sought in leaders: the two “conflict”
- Men “protect” women and won’t let them take the risk (powerlessness article)
- Women self-perpetuate the stereotypes
 - “Token Woman” faces HUGE pressure to “represent all”

The Glass Cliff

- Essentially the theory of the “glass cliff” has it that women tend only to be appointed to senior leadership positions when the organisation to be led faces crisis and everything is likely to go wrong, leading to a dearth of men willing to take the helm

Culture...What is it?

- Rules, norms, beliefs, behaviours, traditions common to a group of people
- Common way of thinking
- Value system *mostly shared by most people*
- Society’s communicable knowledge
- Society’s characteristics passed on generation by generation
- Globalization is driving cultural awareness
 - International business
 - Cross-cultural communication/access to information

Social Media

- 3 out of 4 Americans use social technology
- 2/3rd of the global internet population visit social networks
- Time spent on social networks growing at three times overall internet rate
 - Accounts for 10% of all internet time
- 13 hours of video uploaded on YouTube every minute
- 100,000,000 YouTube videos viewed per day
- 412.3 years – the length of time it would take to view every YouTube video
- 13,000,000 articles on Wikipedia
- 3,600,000 photos archived on Flickr.com as of June 2009
- 1382% is the monthly growth rate of Twitter from January to February 2009
- 3,000,000 Tweets per day on Twitter
- 5,000,000,000 minutes spent on Facebook every day
- 1,000,000,000 pieces of content shared on Facebook each week

Leadership Requires Cross-Cultural Practice

- Understanding business, political and cultural environments worldwide
- Learn perspectives, tastes, trends, and technologies of many other cultures
- WHY?
 - Enable simultaneous working relationships between people from many cultures

- Capable of living and communicating in other cultures
- Relate to people of other cultures from a position of equality
- Create powerful trans-cultural visions

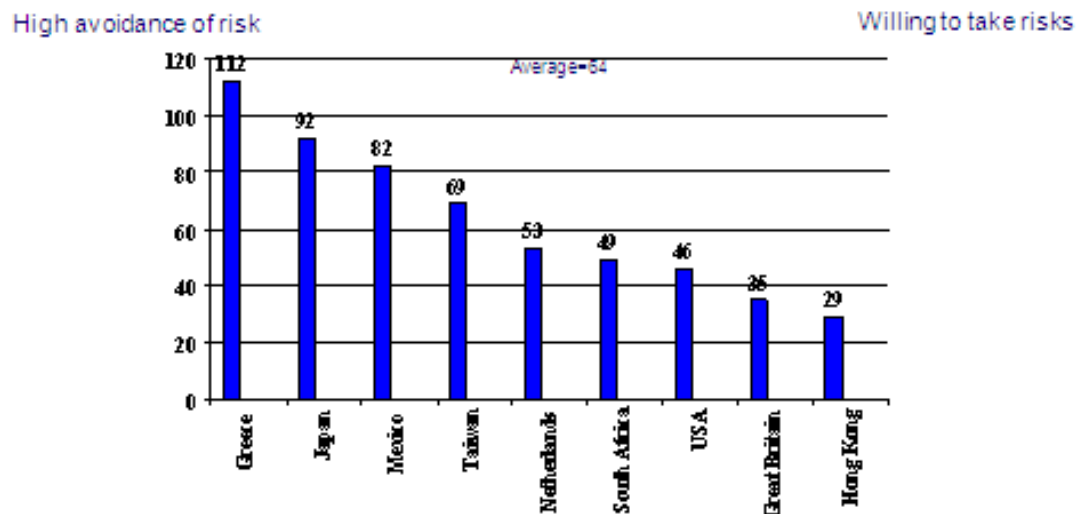
Important Related Concepts

- Multicultural
 - Approach or system that takes more than one culture into account
- Diversity
 - Existence of different cultures or ethnicities within a group
- Ethnocentrism
 - Perception that one's culture is better or more natural than the culture of others
- Prejudice
 - Judgement about others based on previous decisions, beliefs, or experiences

Dimensions of Culture (Globe Researchers)

- Uncertainty avoidance
 - Weak when risk is non-threatening; diversity is appreciated
 - Strong when risk averse, diversity is threatening
- Power Distance
 - Small with trusting, less formal organizations
 - Large with mistrusting, hierarchal organizations
- Institutional Collectivism
 - Collectivist – belonging to group's ideal; group decision making
 - Individualist – individual initiative and achievement; leadership is the ideal
- In-Group Collectivism
 - Degree of pride loyalty, cohesiveness to their organizations or families

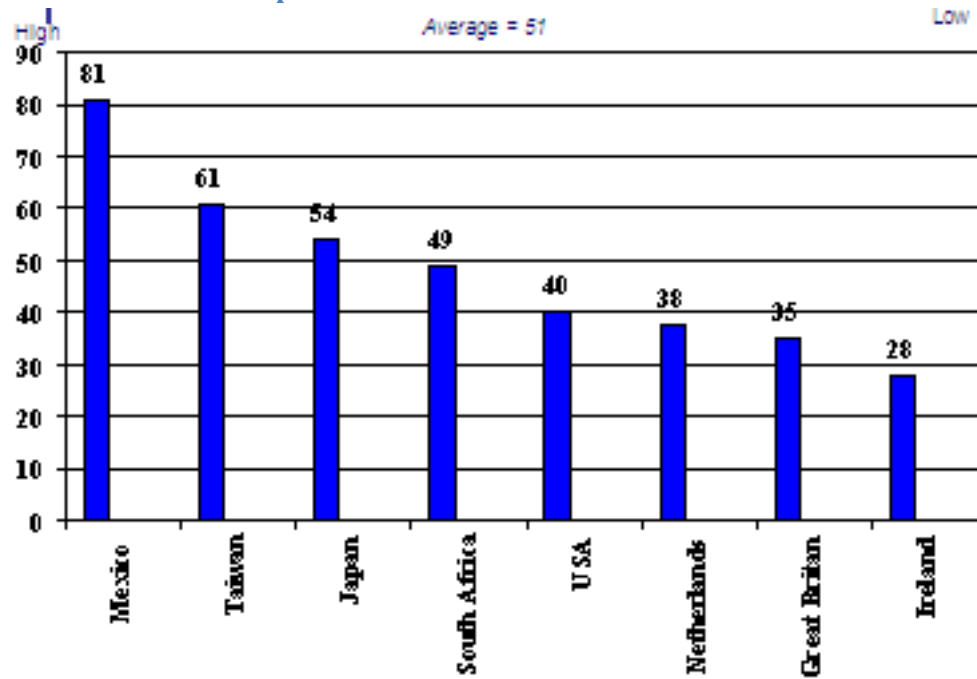
Uncertainty Avoidance



(House, R.J. & Javidan, M. (2004) – Overview of Globe)

(C) Forbes & Sloat, Brescia 2011

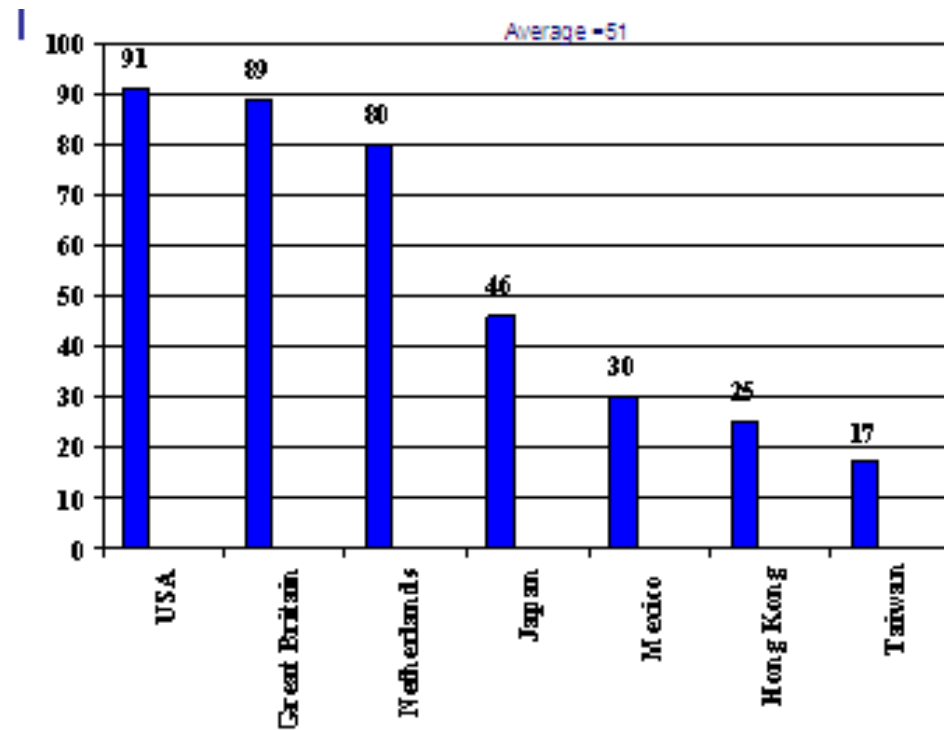
Power Distance Comparisons



see, R. J. & Javidan, M. (2004) – Overview of Globe

(C) Forbes & Sloat, Brescia 2011

Individualistic versus Collective

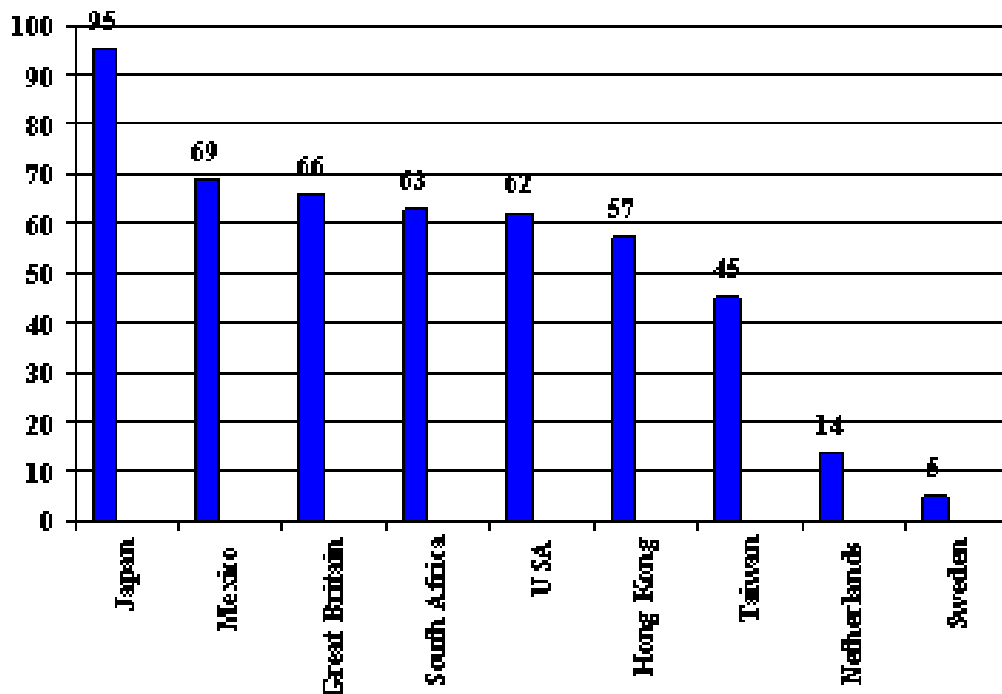


Dimensions of Culture

- Gender Egalitarianism

- Feminine – quality of life; people and relationships come first
- Masculine – results-oriented; performance; assertiveness
- Assertiveness
 - High when confrontational, aggressive social relations
 - Low when respectful and compassionated social relations
- Future Orientation
 - Engaging in planning, investing in future, delaying gratification
- Performance Orientation
 - Encourages and heavily rewards group member for improved performance and excellence
- Humane Orientation
 - A culture that rewards fair, altruistic, caring behaviour. Emphasis on social support and community values

Masculine versus Feminine



Examples of Cultural Differences

- Labour Day
- Vacation
- Dinner conversations
- Private and public (political, business, personal...)

- Taxes and Return on Taxes
- Charity
- Food Consumption
- Elections Organizations
- National Registry

Implications of Culture on Leadership Style

Interpersonal	Organizational
- Punctuality	- Organizational structure
- Interpersonal Distance	- Decision making process
- Tempo of Business	- Leadership team
- Negotiation Tactics	- Adaption of products
- Communication Style	- Human Resources Policies

Mapping the Impact of Culture

The Cultural Orientations Framework identifies six basic issues that all groups must address and resolve in order to function effectively:

- Relationship to environment
- Relations among people
- Mode of activity
- Nature of Humans
- Time Factor
- Ownership of Space

Groups of people deal with these issues in different ways, and the combinations provide the patterns of cultural systems.

Relation to the Environment	Harmony Our purpose and natural role is to maintain a balance among the elements of the environment, including ourselves.	Mastery Our purpose and natural role is to control nature and the environment around us	Subjugation Our purpose and natural role is to understand and submit ourselves to a 'plan' determined by larger natural or supernatural forces.
Relations Among People	Collectivism Our main responsibility is to and for a larger extended group of people	Individualism Our main responsibility is to and for ourselves and immediate family.	Hierarchy It is normal and good that power and responsibility are unequally distributed throughout society.
Mode of Activity	Being Our natural and preferred mode of	Doing Our natural and preferred mode of	Thinking Our natural and preferred mode of

	activity is to do everything in its own time.	activity is to be continually engaged in accomplishing tangible tasks.	activity is to consider all things carefully and rationally before taking action.
Nature of Humans	Bad Our nature is essentially bad; good behaviour takes effort.	Mixed or Blank Slate Our nature is mixed or determined entirely by our environment.	Good Our nature is essentially good; bad behaviour is an anomaly.
Time	Monochronic Time is linear, can be divided into equal units.		Polychronic Time is non-linear or parallel.
Space	Public Space is open to everyone.		Private Space is owned by specific individuals or groups.

History Defines Culture

History is the study of the human past.

Some examples of historical facts with lasting impact on culture:

USA: Black Tuesday – October 29, 1929

France: 1789 French Revolution

Germany: November 9 – several historical events over time

Flanders: 11 July, 1302 – key battle

Europe and Africa: 1815 Convention of Vienna

Japan: 1603 – Shoguns take control

China: Chinese Lunar New Year

Canada: Quebec Act 1774 – Britain's political will

USA: Terrorism – September 11, 2001

Language is a Prime Factor

Language is more than a means of communication. It binds individuals together and separates groups. It conveys tremendous complexity of purpose and meaning, and contains both the instrumental value of enabling communication and the symbolic value of personal and group identity.

“If a single source of conflict among newcomers and established residents stands out, it is language.”

“Language is no doubt an integral part of culture. If you accept the Sapir-Whorf Hypothesis, as many linguists do, then you understand that language influences habitual thought through a kind of *linguistic determinism* (language determines the way we think).”

Conclusions

- Understanding Culture is very important for leadership success
- Globalization is driving cultural awareness
- Leadership requires cross-cultural practice
- Culture has multiple dimensions and is very dynamic
- History and language are intrinsically part of culture

Ethical Leadership

What are “Ethics”?

- **Ethics** (also known as **moral philosophy**) is a branch of philosophy which seeks to address questions about morality; that is, about concepts such as good and bad, right and wrong, justice, and virtue

What is Ethical Leadership?

- “The influence of a moral person who moves others to do the right things in the right way for the right reasons.” (Ciulla, 2003)
- “A process by which a good person rightly influences others to accomplish a common good: to make the world better, fairer, and more humane.” (Northouse, 2009)

Foundations of Ethics

- **Socrates** (469 BC – 399 BC)
 - o One of the first Greek philosophers to encourage both scholars and common citizens to turn their attention from the outside world to the condition of man
 - o In this view, **knowledge** having a bearing on human life was placed highest, all other knowledge being secondary
 - o **Self-knowledge is KEY:** a self-aware person will act completely within their capabilities to their fullest potential, while an ignorant person will flounder and encounter difficulty
 - o a person must become aware of every fact (and its context) relevant to his existence, if he wishes to attain self-knowledge
 - o He posited that people will naturally do what is good, if they know what is right. Evil or bad actions are the result of ignorance.
 - o **Knowledge = virtue = happiness:** The truly wise man will know what is right, do what is good, and therefore be happy
- **Aristotle** (384 BC – 322 BC)
 - o When a person acts in accordance with his nature and realizes his full potential, he will do good and be content: “**self-realizationism**”

- Unhappiness and frustration are caused by the unrealized potential of a person, leading to failed goals and a poor life
- Happiness is the ultimate goal. Self-realization, the awareness of one's nature and the development of one's talents, is the surest path to happiness
- Argued man had three natures: vegetable (physical), animal (emotional), and rational (mental).
 - Physical nature can be developed through exercise and care
 - Emotional nature through indulgence of instinct and urges
 - Mental nature through human reason and developed potential
 - Rational development considered the most important, as essential to philosophical self-awareness and as uniquely human
 - Moderation encouraged: extremes are degraded and immoral
 - E.g. courage is the moderate virtue between the extremes of cowardice and recklessness. One should not simply live, but live well with conduct governed by moderate virtue
 - BUT difficult: virtue denoted doing the right thing, to the right person, at the right time, to the proper extent, in the correct fashion, for the right reason

The Problem(s) with Ethics

1. Ever-changing morals
 2. What is "good" to whom?
 3. Judgement of consequences: by whom?
 4. What matters – intentions or outcomes?
 5. In ethical decisions the answer is almost never a "yes or no", "right or wrong" statement
 - Try to improve the overall condition but not to the benefit of any particular faction
- The results: ethics examined everywhere by a multitude of perspectives

Ethics, Ethics Everywhere

- Major branches of ethics include:
- **Meta-ethics:** about the theoretical meaning and reference of moral propositions and how their truth-values (if any) may be determined
 - **Normative ethics:** about the practical means of determining a moral course of action
 - **Applied ethics:** about how moral outcomes can be achieved in specific situations
 - Leadership ethics, business ethics, military ethics, relational ethics, bioethics, political ethics, legal ethics, psychological ethics, etc.
 - **Moral Psychology:** (philosophy and psychology) about how moral capacity or moral agency develops and what its nature is; and
 - **Descriptive ethics:** about what moral values people actually abide by.
- Within each of these branches are many different schools of thought and still further sub-fields of study

Why Leadership Ethics Matters

- Because leaders influence the lives of others
- Because leaders have authority
- Because leaders have more power and control than followers
- Because leaders' values impact and shape their organizations
- **Leaders have a moral responsibility to consider how their leadership affects the well-being of others**

(Some) Theories of Ethics

- **Theories about *conduct* that stress the *consequences* of actions (teleological)**
 - o Ethical Egoism: a person should act so as to create the greatest good for him/herself (self-interest)
 - o Utilitarianism: Create the greatest good for the greatest number
 - o Ethical altruism: help, serve, or benefit others
- **Theories about *duty* that stress the *consequences* of actions**
 - o Deontological theories (duty): duty, obligation, rule-based views
 - Consider whether or not the action is itself good (consequences may or may not matter)
 - i.e. truths, fairness, keeping promises, respecting others
 - Actions are moral IF:
 - Leader has a moral right to do them
 - If the actions do not fringe on others' rights
 - If the actions further the moral rights of others
- Virtue-based theories are about *character*, not conduct
 - o A **virtue** is a character trait or quality valued as being good
 - o Focus on who leaders are as people
 - Virtues and moral abilities can be learned: we should focus on helping people become good, worthy human beings
 - o Good leadership virtues: perseverance, public-spiritedness, integrity, truthfulness, fidelity, benevolence, humility
- **Heifetz's Perspective**
 - o The leader's duties are to assist the follower in struggling with change and personal growth by helping followers to confront conflict and effect changes from conflict
- **Burns' Perspective**
 - o "the theory of transformational leadership" guy
 - o Leaders should help followers in their personal struggles regarding conflicting values
 - Help followers assess their own values and needs in order to raise them to a higher level of functioning, to a level that will stress values such as liberty, justice, and equality
 - o This is a KEY perspective to support the argument that corrupt leaders are NOT leaders
- **Greenleaf's Perspective**
 - o Servant Leadership

- Leaders should take care of and nurture their followers, meaning that leaders should be attentive to the concerns of their followers and empathize with them
- Is about social responsibility, equality, justice through power shifting, listening, empathy, and unconditional acceptance

Principles of Ethical Leadership

- **Principles serve as a foundation for ethical leadership**
 1. Respect Others
 2. Serve Others
 3. Show Justice (fair)
 4. Manifest Honest (versus reckless honesty)
 5. Build Community
- **Which are the easiest/hardest to achieve?**
- **Are there any others?**

Virtues According to Ben Franklin

- These are the virtues that Benjamin Franklin used to develop what he called “moral perfection”. He had a checklist in a notebook to measure each day how he lived up to his virtues
- They became known through Benjamin Franklin’s autobiography and inspired many people all around the world
 - Temperance: Eat not to Dullness. Drink not to Elevation
 - Silence: Speak not but what may benefit others or yourself. Avoid trifling Conversation.
 - Order: Let all your Things have their Places. Let each Part of your Business have its Time.
 - Resolution: Resolve to perform what you ought. Perform without fail what you resolve.
 - Frugality: Make no Expense but to do good to others or yourself; i.e. Waste nothing.
 - Industry: Lose no Time. Be always employed in something useful. Cut off all unnecessary Actions.
 - Sincerity: Use not hurtful Deceit. Think innocently and justly; and, if you speak, speak accordingly.
 - Justice: Wrong none, by doing Injuries or omitting the Benefits that are your Duty.
 - Moderation: Avoid Extremes. Forbear resenting Injuries so much as you think they deserve.
 - Cleanliness: Tolerate no Uncleaness in Body, Clothes, or Habitation
 - Tranquility: Be not disturbed at Trifles, or at Accidents common or unavoidable
 - Chastity: Rarely use Venery but for Health or Offspring; Never to Dullness, Weakness, or the Injury of your own or another’s Peace or Reputation
 - Humility: Imitate Jesus and Socrates

Why Ethical Scandals Occur

- We’re human
 - Can’t predict the future perfectly
 - Must rely on others

- Want our own needs met (selfish tendencies)
- Power can corrupt
- Media responds to the hunger needs of the follower: sensational stories sell.
- Lack of detailed knowledge (don't know all sides of any story)
- ***Society strongly seeks moral leadership, but is "perfect morality" attainable by anyone?***