GPPD Launch Event
Part I: Leadership Styles

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First, why do you care?

• Leadership matters
  – People join organizations; they leave leaders.
  – Leadership is one of the best predictors of employee engagement.
  – Leadership is one of the best predictors of organizational/unit success in trying times.

• You’re in leadership roles now, or will be soon
Who do you think of when you think of a “leader”? 
Second, there’s no magic formula

• Leadership is about contingencies
  – “It depends...”
• BUT we do know quite a bit about those contingencies
Leadership and Management – both matter

Leadership

The ability to influence a group toward the achievement of goals and successful change

Management

Use of authority inherent in designated formal rank to guide the effective performance of a group in a status quo
Trait Theories of leadership

Theories that focus on personality, social, physical, or intellectual traits to differentiate leaders from non-leaders.

Leadership Traits
• Extraversion
• Conscientiousness
• Openness
• Emotional Intelligence
Trait Theories

Limitations

- No universal traits found that predict leadership in all situations
- It’s not that traits don’t matter – they just don’t always matter in the same ways
- Focusing on traits means we should choose the right people as leaders; it doesn’t tell us about how to develop as leaders
Motivational Theories

• “Leadership is mostly about the effects leaders have on followers.”
• *Transformational leadership* – motivates others to do more than those others originally intended, and often even more than they would have thought possible.
  – Idealized influence (Role Modeling)
  – Inspirational motivation (Visioning)
  – Intellectual stimulation (Challenging)
  – Individualized consideration (Caring)
Not always the right strategy

• Transformational leadership is most effective when:
  – There is a crisis
  – There is a need for change
  – The situation can be described in terms of values rather than specific behaviors
  – The situation has a moral or right/wrong component
Your results

• Survey asked you to describe how your subordinates perceive you in terms of transformational leadership.
• Results suggest your tendency to rely on transformational leadership
• Remember – This is self-report, and a brief survey – this is an indicator, not a diagnosis
Behavioral Theories

• Focus on what people *do* to be successful in leadership roles
• Specific behaviors differentiate leaders from non-leaders
• Emphasizes the role of developing people as leaders, as opposed to simply selecting them
• Evidence shows that almost everyone can improve their leadership performance
The core of leadership behaviors

• Fundamentally, we can think of leadership as being about two things
  – A focus on getting things done (“the task”)
  – A focus on those doing things (“the people”)
• Most of us lean towards one of these or the other, at least a little bit
Contingency Approach: Hersey and Blanchard’s Situational Model

- Considers Leader Behaviors (Task-Oriented and Relationship-Oriented)
  - Assumes leaders can change their behaviors

- Considers Followers as the Contingent Situation
  - Follower task maturity (ability and experience)
  - Follower psychological maturity (willingness to take responsibility)

- Says the best outcome is when Leader style matches Follower readiness
  - Being “off” can create difficulties
Assumptions of the model

- Leaders *can and should* change their style to fit their followers’ degree of readiness (willingness and ability)
- The more “ready” the followers (the more willing and able), the less the need for leader support and supervision.

![Diagram showing the relationship between follower readiness and leader support/supervision]( WAYNE STATE UNIVERSITY )
The model (in your handout)

<table>
<thead>
<tr>
<th>Relationship/Supportive Behavior</th>
<th>Low</th>
<th>Level of Follower Developmental Need</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low</td>
<td>Task/Directive Behavior</td>
</tr>
<tr>
<td>High</td>
<td></td>
<td>S3 Participating (Facilitating)</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>S4</td>
<td>Delegating (Observing)</td>
<td>S1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S2 Selling (Coaching)</td>
<td>Telling (Directing)</td>
</tr>
</tbody>
</table>
Your results

- 12 scenarios, four response options reflecting four leadership styles
- Scores show the number of times you chose each leadership style
  - A high number in one indicates you have a typical or preferred leadership style
- Goal is to be comfortable across leadership styles, in order to meet your subordinates’ needs
Brief discussions with peers

A student who reports to you used to work in a different lab, and received rave reviews from the lab manager there. Working in your lab, however, the student routinely misses deadlines and does tasks incorrectly – even tasks the student did regularly and correctly in the other lab.
A subordinate has really grown in ability and motivation, and today does consistently strong work. The subordinate credits you with helping build confidence and skill, and routinely wants to check in with you about tasks in progress. You enjoy seeing the subordinate’s success.
Wrap-up

• Leadership isn’t “universal” – it’s “contingent”
• We want to choose the right people to be leaders (i.e., get the traits most likely to be successful)
• We want to develop our leadership abilities
  – Both abilities to motivate through emotion
    • Transformational leadership
  – And abilities to modify our approach to meet subordinate needs
    • Situational leadership
Micro-credential Assessment

• Follow-up survey will go out via email
• Will ask you to consider a leadership situation you are in or will be in
  – How are you currently equipped to handle the situation?
  – Where can you focus developmental effort to better handle the situation?