

# Leadership

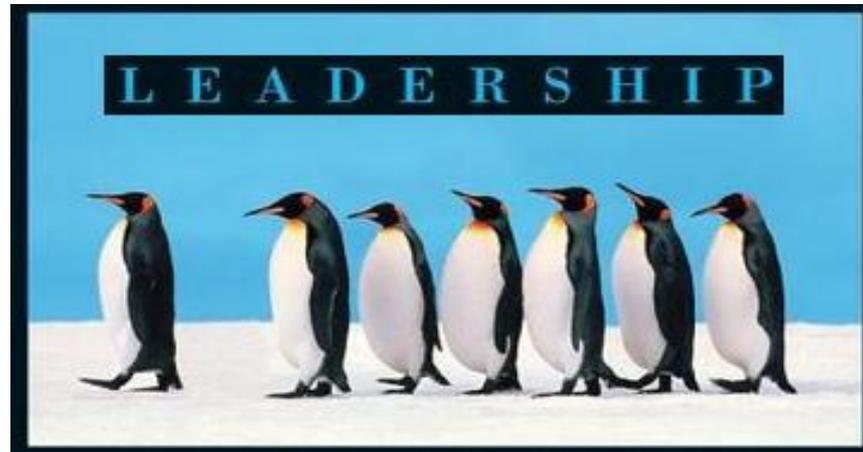
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- Leadership

- Enhancing the Lessons of Experience 8<sup>th</sup> Edition

- Richard L. Hughes, Robert C. Ginnett, and Gordy J. Curphy,  
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# Part Two: Focus on the Leader

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## ● Chapter Seven: Leadership Behavior

- Although a leader's values, personality, and intelligence are important, variables like these have only an indirect relationship with leadership effectiveness.
  - Their effect comes from the impact they have on leader behavior, which appears to have a more direct relationship with a leader's ability to build teams and get results through others.



# Leadership Behavior

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- One advantage of looking at leaders in terms of behavior instead of personality is that behavior is often easier to measure; leadership behaviors can be observed, whereas personality traits, values, or intelligence must be inferred from behavior or measured with tests.
- Another advantage of looking at leaders behavior is that many people are less defensive about – and feel more in control of – specific behaviors than they are about their personalities or intelligence.

**Observation**

# Leadership Behavior

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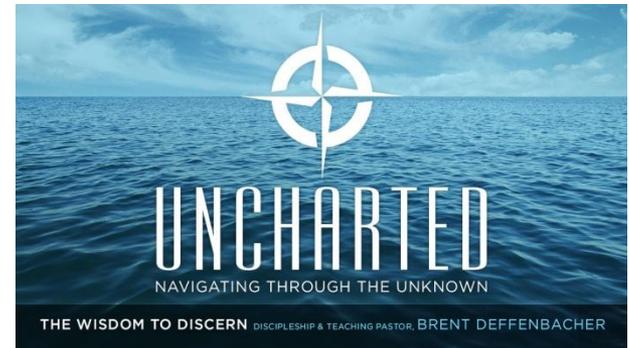
- Followers and the situation are the two major factors to keep in mind when evaluating leadership behavior.
  - Situational norms can play pervasive roles in leaders' behavior.
  - Follower and situational factors can help determine whether a particular leadership behavior is “good” or “bad.”

THE  
OTHERS

# Leadership Behavior

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- Many people in positions of authority either do not know how to build teams or get results through others, or do not realize how their behavior negatively effects the people who work for them.
- Leadership behaviors (which include skills and competencies) are a function of intelligence, personality traits, emotional intelligence, values, attitudes, interests, knowledge, and experience.
  - ▣ Over time, leaders can learn and discern which behaviors are more appropriate and effective than others.



# Leadership Behavior Description Questionnaire (LBDQ)

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- To obtain information about a particular leader's behavior, subordinates were asked to rate the extent to which their leader performed the behaviors like the following:
  - He lets subordinates know then they've done a good job.
  - He sets clear expectations about performance.
  - He shows concern for subordinates as individuals.
  - He makes subordinates feel at ease.
- ▣ In analyzing the LBDQ's the patterns indicated that leaders could be described in terms of two independent dimensions of behavior, called: (1) consideration and (2) initiating structure.



# Consideration

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- Consideration refers to how friendly and supportive a leader is toward subordinates.
  - Leaders high in consideration engage in many different behaviors that show supportiveness and concern, such as speaking up for subordinates' interests, caring about their personal situations, and showing appreciation for their work.

*A little consideration, a little  
thought for others makes  
all the difference.*  
- Eeyore



# Initiating Structure

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- Initiating Structure refers to how much a leader emphasizes meeting work goals and accomplishing tasks.
  - Leaders high in initiating structure engage in many different task-related behaviors, such as, assigning deadlines, establishing performance standards, and monitoring performance levels.



# LBDQ

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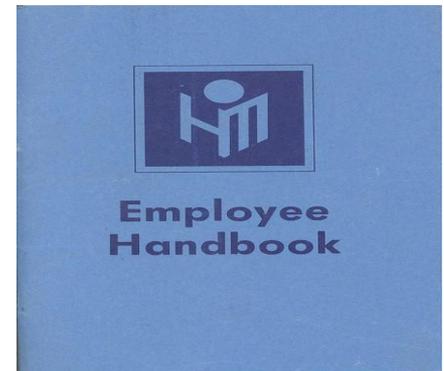
- Some of the additional leadership behaviors assessed by the LBDQ include: acting as a representative for the group, being able to tolerate uncertainty, emphasizing production, and reconciling conflicting organizational demands.
- It was concluded that four categories of leadership behaviors are related to effective group performance:
  1. Leader Support
  2. Interaction Facilitation
  3. Goal Emphasis
  4. Work Facilitation



# Employee-Centered

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- Leader Support and Interaction Facilitation are Employee-Centered Dimensions of behavior similar to the Consideration Dimension.
  - Leaders Support includes behaviors where the leader shows concern for subordinates.
  - Interaction Facilitation includes those behaviors where leaders act to smooth over and minimize conflicts among followers.



# Job-Centered

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- Both Goal Emphasis and Work Facilitation are Job-Centered Dimensions of behavior similar to Initiating Structure Behavior.
  - Goal Emphasis behaviors are concerned with motivating subordinates to accomplish the task at hand.
  - Work Facilitation behaviors are concerned with clarifying roles, acquiring and allocating resources, and reconciling organizational conflicts.

The logo for 'THE JOB' is displayed in a bold, gold, textured font against a black background. The letters are stacked vertically, with 'THE' on top and 'JOB' below it. The font has a metallic, grid-like texture.

# Leadership Behavior

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- The key assumption underlying leadership behavior research is that certain behaviors are universally associated with a leader's ability to successfully influence a group toward the accomplishment of its goals.
  - Leaders exhibiting a high level of consideration or employee-centered behaviors have more satisfied subordinates.
  - Leaders who set clear goals, explain what followers are to do, how to get tasks accomplished, and monitor results, that is, initiating structure or job-centered, often have higher-performing work units.



# Leadership Behavior

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- Despite the key assumptions of leadership behavior, the truth is there is no universal set of leader behaviors which are always associated with leadership success.
- Often the degree to which leaders need to exhibit task or people-oriented behaviors depends on the situation.



# The Leadership Grid

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- The Leadership Grid profiles leader behavior on two dimensions: concern for people and concern for production.
  - The word “concern” reflects how a leader’s underlying assumptions about people at work and the importance of the bottom line affect leadership style.
    - The most effective leaders are believed to have both high concern for people and high concern for production.



# The Leadership Grid

## Country Club Management

15

- Country Club Management (1,9)
  - Low Concern for Results – High Concern for People
    - ▣ Thoughtful attention to the needs of the people for satisfying relationships leads to a comfortable, friendly organization atmosphere and work tempo.



# The Leadership Grid

## Impoverished Management

16

- Impoverished Management (1,1)
  - Low Concern for Results – Low Concern for People
    - ▣ Exertion of minimum effort to get required work done is appropriate to sustain organization management.





# The Leadership Grid

## Team Management

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- Team Management (9,9)
  - High Concern for People – High Concern for Results
    - ▣ Work accomplishment is from committed people; interdependence through a “common stake” in organization purpose leads to relationships of trust and respect.

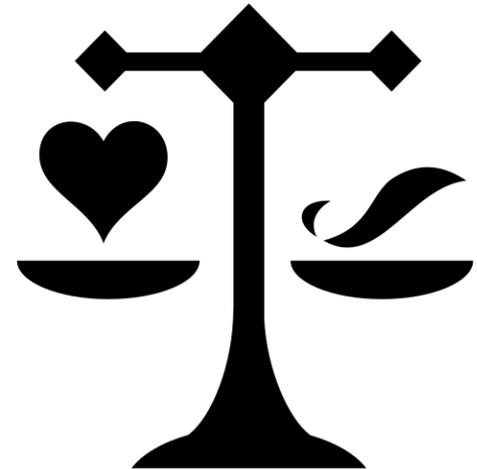


# The Leadership Grid

## Middle-of-the-Road Management

19

- Middle-of-the-Road Management (5,5)
  - Balanced Concern for both People and Results
    - ▣ Adequate organization performance is possible through balancing the necessity to get work out while maintaining morale of people at a satisfactory level.



# The Leadership Grid

## Findings

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- Leadership behaviors associated with problem solving and driving for results were consistently related to successfully building teams, influencing a group to accomplish its goals, and getting results.
- Managers who spent more time building relationships also had more satisfied followers who were less likely to leave the organization.
  - The context and style of leaders' behavior are also factors that affect their ability to build teams and get results through others.



RESULTS

# Leadership Behaviors vs. Skills

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- Leadership Behaviors differ from Leadership Skills.
  - A Leadership Behavior concerns specific action, such as “setting specific performance goals for team members.”
  - A Leadership Skill consists of three components, which include (1) a well-defined body of knowledge, (2) a set of related behaviors, and (3) clear criteria of competent performance.



# Leadership Skills

## Delegation

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- Good leaders know when and to whom a particular task should be delegated (knowledge); effectively communicate their expectations concerning a delegated task (behavior); and check to see whether the task was accomplished in a satisfactory manner (criteria).
- Thus, a Leadership Skill is knowing when to act, acting in a manner appropriate to the situation, and acting in such a way that it helps the leader accomplish team goals.



# Leadership Appearance

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- Personal appearance matters when it comes to hiring and promotion decisions.
  - Overweight executives tend to get lower leadership behavior ratings from others. In other words, fatter leaders tended to be seen as less effective in the eyes of their co-workers.



# Competency Models

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- Competency Models describe the behaviors and skills managers need to exhibit if an organization is to be successful.
- Different organizations have distinct competency models depending on the nature and size of each business, its business model, its level of globalization, and the role of technology or teams in the business.



# Competency Models

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- Competency Models help to clarify expectations of performance for people in different leadership positions and describe the skills necessary for promotion.
  - They also help human resource professionals design selection, development, performance management, and succession planning programs so organizations have a steady supply of leadership talent.



# Competency Models

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- According to Hogan and Warrenfelz, the skills and behaviors found in most organizational competency models fall into one of four major categories:
  - 1. Intrapersonal Skills
    - Intrapersonal Skills are leadership competencies and behaviors having to do with adapting to stress, goal orientation, and adhering to rules.
  - 2. Interpersonal Skills
    - Interpersonal Skills are those that involve direct interaction, such as communicating and building relationships with others.

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# Competency Models

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- According to Hogan and Warrenfelz, the skills and behaviors found in most organizational competency models fall into one of four major categories:
  - 3. Leadership Skills
    - Leadership Skills are skills and behaviors concerned with building teams and getting results through others.
  - 4. Business Skills
    - Business Skills are centered on analyzing issues, making decisions, financial savvy, and strategic thinking.

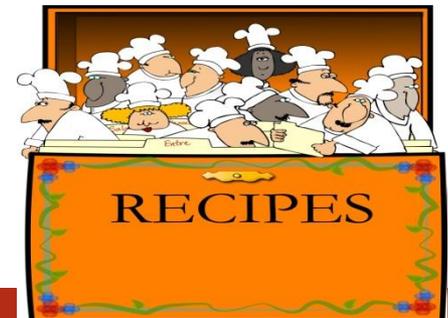
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# Competency Models

## Effective Leaders

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- Leaders wanting to build high performing teams need to hire the right people, effectively cope with stress, set high goals, play by the rules, and hold people accountable. They also need to communicate and build relationships with others.
  - Effective leaders get followers involved in decisions, fairly distribute workloads, develop talent, keep abreast of events that could affect the team, and make sound financial and operational decisions.
    - Thus, Competency Models provide a sort of recipe for leaders wanting to build teams and get results in different organizations.



# Leadership Competencies

Example

16

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## ● 1. Analyzing Problems and Making Decisions

- Effectively analyzes issues and makes sound, logical business decisions in a timely manner.

## ● 2. Thinking Strategically

- Brings a broad perspective to bear on issues and problems (i.e. considers information from different industries, markets, competitors; deliberately evaluates strategic “fit” of possible decisions and actions.

## ● 3. Financial and Technical Savvy

- Demonstrates strong technical and financial knowledge when resolving customer, operational, and/or financial problems. Makes sound customer, operational, and financial trade-offs.

## ● 4. Planning and Organizing

- Establishes clear goals, action plans, and organizes resources to achieve outcomes.

## ● 5. Managing Execution

- Directs and monitors performance, and intervenes as appropriate to ensure successful achievement of business objectives.

# Leadership Competencies

Example

16

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- **6. Aligned Purpose**
  - Successfully engages people in the mission, vision, values, and direction of the organization; fosters a high level of motivation.
- **7. Driving Change**
  - Challenges the status quo and looks for ways to improve the team or organizational performance. Champions new initiatives and stimulates others to make changes.
- **8. Building the Talent Base**
  - Understands the talent needed to support business objectives (i.e. qualifications, capabilities); identifies, deploys, and develops highly talented team members.
- **9. Fostering Teamwork**
  - Creates an environment where employees work together effectively to achieve goals.
- **10. Creating Open Communications**
  - Communicates clearly and creates an environment in which issues are shared.
- **11. Building Relationships**
  - Develops and sustains effective working relationships with direct reports, peers, managers, and others; demonstrates that maintaining relationships is important.

# Leadership Competencies

Example

16

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## ● 12. Customer Focus

- Maintains a clear focus on customer needs; demonstrates a strong desire to provide exemplary customer service; actively seeks ways to increase customer satisfaction.

## ● 13. Credibility

- Earns others' trust and confidence; builds credibility with consistency between words and actions and follow-through on commitments.

## ● 14. Personal Drive

- Demonstrates urgency in meeting objectives and achieving results; pursues aggressive goals and persists to achieve them.

## ● 15. Adaptability

- Confidently adapts and adjusts to changes and challenges; maintains a positive outlook and works constructively under pressure.

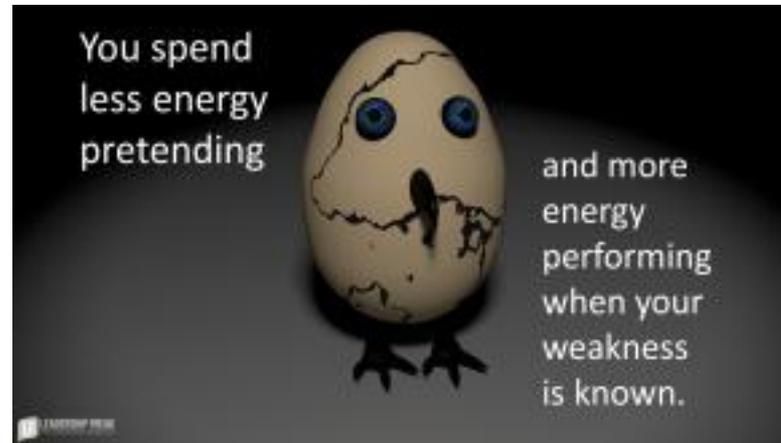
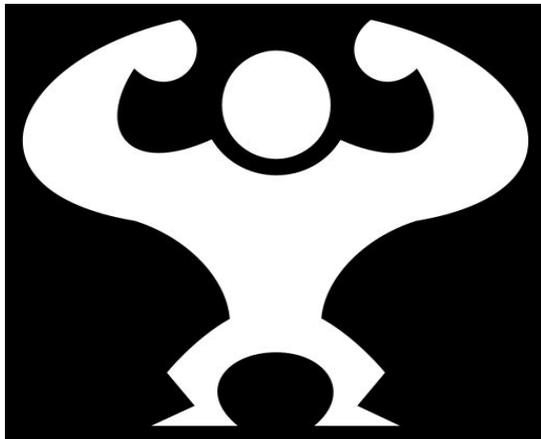
## ● 16. Learning Approach

- Proactively identifies opportunities and resources for improvement.

# Leadership Competencies

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- Most leaders don't possess all the skills listed in many competency models, but effective leaders are those who understand their strengths and have learned how to staff around the areas in which they are less skilled.



# Leadership Competencies

## Organizational Level

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- Although globalization, the industry, and the functional area affect the type of leadership behaviors needed, another factor that impacts leadership behavior is the organizational level.



# Leadership Pipeline



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- The Leadership Pipeline is a useful model for explaining where leaders need to spend their time, what they should be focusing on, what they should be letting go, and the types of behaviors they need to exhibit as they move from supervisor to manager to chief executive officer.
  - The pipeline also describes the lessons people should learn as they occupy a particular organizational level and the challenges they will likely face as they transition to the next level.
    - The pipeline provides a road map for people wanting to occupy the top leadership positions in any organization.



# Leadership Pipeline

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- According to the Leadership Pipeline Model, the most effective leaders are those who can accurately diagnose the organizational level of their job and then exhibit behaviors commensurate with this level.
- The pipeline also provides potential explanations for why some people fail to advance: these individuals may not be focusing on the right things or may be exhibiting leadership behaviors associated with lower organizational levels.



# Leadership Pipeline

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- The Leadership Pipeline provides a useful framework for thinking about how leadership competencies change as people are promoted through organizations.
  - According to the model, many people who fail to demonstrate the competencies, work values, and time applications commensurate with their positions will struggle with building teams and getting results through others.



# Leadership Pipeline

Progression 1-7



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## ● 1. Individual Contributor

### ○ Competency Requirements

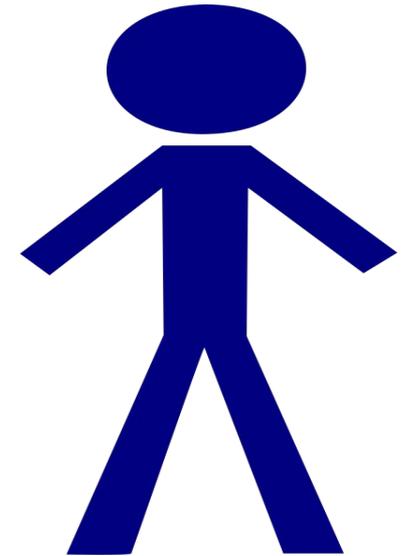
- ▣ Technically proficient.
- ▣ Use company tools.
- ▣ Build relationships with team members.

### ○ Time Applications

- ▣ Meet personal due dates.
- ▣ Arrive/depart on time.

### ○ Work Values

- ▣ Get results through personal proficiency.
- ▣ High-quality work.
- ▣ Accept company values.



# Leadership Pipeline

Progression 1-7



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## ● 2. First-Line Supervisor

### ○ Competency Requirements

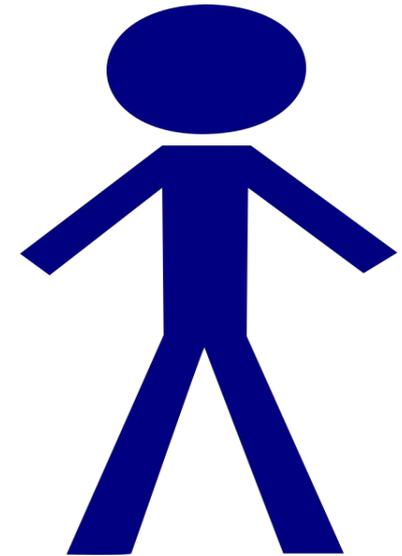
- ▣ Plan projects.
- ▣ Delegate work.
- ▣ Coach and provide feedback.
- ▣ Monitor performance.

### ○ Time Applications

- ▣ Annual budget plan.
- ▣ Make time available for followers.
- ▣ Set priorities for team.

### ○ Work Values

- ▣ Get results through others.
- ▣ Success of followers.
- ▣ Success of the team.



# Leadership Pipeline

Progression 1-7



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## ● 3. Mid-Level Manager

### ○ Competency Requirements

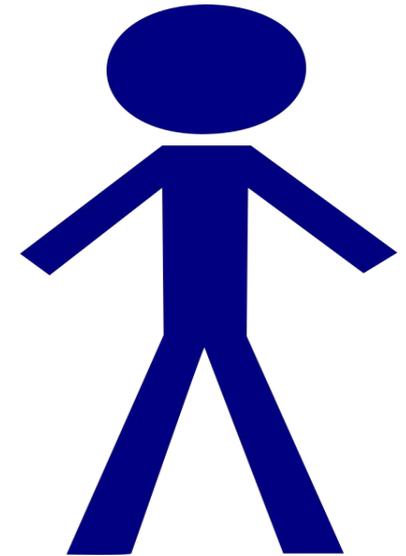
- ▣ Select, train, and manage first-line supervisors.
- ▣ Manage boundaries and deploy resources to teams.

### ○ Time Applications

- ▣ Monitor performance of each team.
- ▣ Make time to coach first-line supervisors.

### ○ Work Values

- ▣ Appreciate managerial vs. technical work.
- ▣ Develop first-line supervisors.



# Leadership Pipeline

Progression 1-7



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## ● 4. Functional Leader

### ○ Competency Requirements

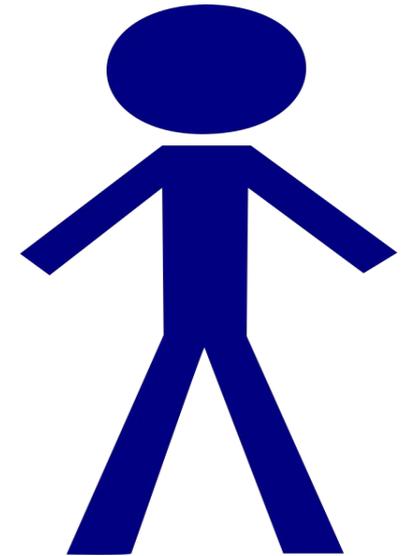
- ▣ Manage the whole function.
- ▣ Communicate with and listen to everyone in the function.
- ▣ Make sub-function trade-offs.
- ▣ Interact with other functions.

### ○ Time Applications

- ▣ Determine three-year vision for the function.
- ▣ Interact with business unit leader's team.

### ○ Work Values

- ▣ Clarify how the function supports the business.
- ▣ Value all sub-functions.



# Leadership Pipeline

Progression 1-7



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## ● 5. Business Unit Leader

### ○ Competency Requirements

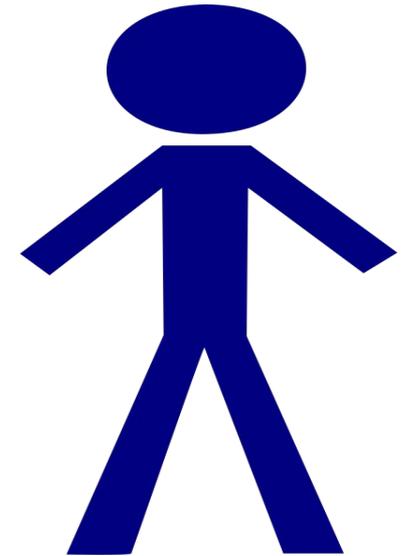
- ▢ Build cross-functional leadership team.
- ▢ Financial acumen.
- ▢ Balance future goals with short-term business needs.

### ○ Time Applications

- ▢ Develop three-year vision for the business unit.
- ▢ Monitor financial results.
- ▢ Effectively manage time.

### ○ Work Values

- ▢ Value all staff functions.
- ▢ Value organizational culture.
- ▢ Value employee engagement.



# Leadership Pipeline

Progression 1-7



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## ● 6. Group Manager

### ○ Competency Requirements

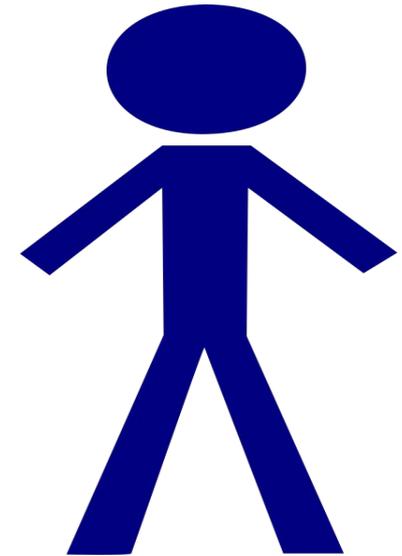
- ▣ Manage business portfolio.
- ▣ Allocate capital to maximize business success.
- ▣ Develop business unit leaders.

### ○ Time Applications

- ▣ Develop strategies for multiple business units.
- ▣ Monitor financial results for multiple businesses.
- ▣ Interact with CEO's team.

### ○ Work Values

- ▣ Value the success of all the business units.
- ▣ Interact with internal and external stakeholders.



# Leadership Pipeline

Progression 1-7



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## ● 7. CEO or Enterprise Leader

### ○ Competency Requirements

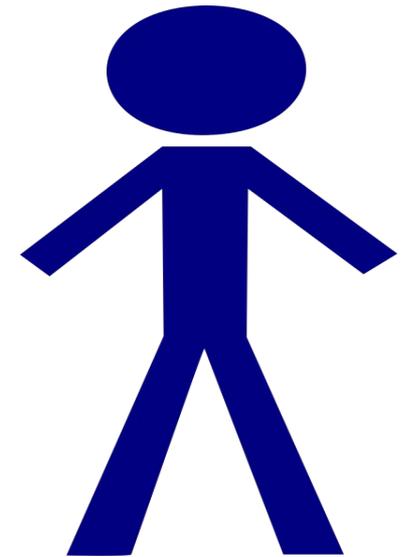
- ▣ Analyze and critique strategy.
- ▣ Manage the entire company and multiple constituencies.
- ▣ Deliver predictable business results.
- ▣ Set company direction and Create company culture.
- ▣ Manage the Board of Directors.

### ○ Time Applications

- ▣ Manage external stakeholders
- ▣ Spend significant time reviewing financial results.
- ▣ Spend significant time doing strategic planning.

### ○ Work Values

- ▣ Value a limited set of key long-term objectives.
- ▣ Value advice from Board of Directors.
- ▣ Value inputs from a wide variety of stakeholders.



# Community Leadership

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- Community Leadership is the process of building a team of volunteers to accomplish some important community outcome.
  - Community leadership takes place when a group of volunteers get together to make something happen in their local community.
    - ▣ Community leaders do not have any position power; they cannot discipline followers who do not adhere to organizational norms, get tasks accomplished, or show up to meetings.
    - ▣ Community leaders also tend to have fewer resources and rewards than most other leaders.



# Community Leadership

3

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- A Community Leader's success in their effort for change depends on three highly interrelated competencies.
  - 1. Framing
    - ▣ Framing is the leadership competency of helping a group or community recognize and define its opportunities in ways that result in effective action.
    - ▣ Framing helps the group or community decide what needs to be done, why it is important that it be done, and how it is to be done, and communicate that in clear and compelling ways.
    - ▣ Many efforts fail to succeed because the person “in charge” never framed the project in such a way that others could understand the outcome, how they would benefit from the outcome, and what they must do to achieve the outcome.

# Community Leadership



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- A Community Leader's success in their effort for change depends on three highly interrelated competencies.
  - 2. Building Social Capital
    - Building Social Capital is the leadership competency of developing and maintaining relationships that allow people to work together in the community across their differences.
    - Social Capital allows a community leader to make choices about which community change initiatives or projects are likely to succeed.
      - Leaders lacking Social Capital will have a difficult time getting anything done in the communities because they will not be able to mobilize the resources necessary to turn their vision into reality.
    - Social Capital is the power of relationships and influence.

# Community Leadership



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- A Community Leader's success in their effort for change depends on three highly interrelated competencies.
  - 3. Mobilization
    - ▣ Mobilization is the leadership competency of engaging a critical mass to take action to achieve a specific outcome.
      - ▣ Leaders will have achieved a critical mass when they have enough human and other resources to get what they want done.
    - ▣ Mobilization is strategic, planned, purposeful activity to achieve clearly defined outcomes.
      - ▣ Anyone can get resources moving, but it takes leadership to get enough of the right resources moving toward the same target.

# Community Leadership

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- It is worth noting that you will need to do all three of the community leadership components well if you are to build teams of volunteers and successfully accomplish community outcomes.
  - Framing – Building Social Capital - Mobilization



**WORK  
ZONE**

# Multi-Rater Feedback Instruments

360-Degree

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- One way to improve leader effectiveness is to give leaders feedback regarding the frequency and skill with which they perform various types of leadership behaviors.
  - Direct reports, peers, and superiors can have very different perceptions of a leader's behavior, and these perspectives can paint a more accurate picture of the leader's strengths and development needs than self-appraisals alone.
    - Many of the most frequent behaviors exhibited by leaders are rooted in personality traits and occur almost automatically; as a result many leaders do not understand or appreciate their impact on others. Thus, the development of the 360-Degree evaluation.

**360°**



# 360-Degree Feedback

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- The 360-Degree Feedback provides insight into self-perceptions and others' perceptions of leadership skills.
- It is designed to tell leaders about their own relative strengths and development needs.
  - Managers who share their feedback results with their followers and work on an action plan to improve their ratings will see a dynamic improvement in others' ratings of their skills.

**360°**



# Effective Leaders

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- Effective leaders seem to have a broad set of well-developed leadership skills – they do not do just one or two things well and do everything else poorly. Instead they seem to possess a broad array of leadership strengths.
- Leaders who demonstrate more monitoring, problem-solving, planning, supporting, developing, empowering, facilitating, and networking behaviors are seen as more effective than those leaders who exhibit less of these behaviors.



# Questions

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- Could you create a competency model for college professors? For college students?
- If you used these competency models to create 360-degree feedback tools, who would be in the best position to give professors and students feedback?



# Activities

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- Identify two leadership positions and then determine the importance of the 16 competencies discussed earlier.
  - You can do this by ranking each competency in order of importance, with the most important competency being assigned a 1, the second most important a 2, etc. If you do this exercise with several partners ranking the same positions, does everyone give the 16 competencies about the same ranking? Why or Why not?



# Activities

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- Given the model of community leadership described earlier, analyze an ongoing community change initiative.
  - Has the leader framed the issue in a way that makes it easier for others to take action?
  - Do the group members have strong bonds with other groups?
  - Have they created a plan and mobilized a critical mass of people and resources to make the change become a reality?



*The End*

...IS JUST A NEW  
BEGINNING

THE  
END  
IS  
JUST  
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