

## Cultivating Your Leadership Capabilities



# Cultivating Your Leadership Capabilities

*Supplemental reading for LD820 MS in Leadership  
Course at Granite State College, NH*

GRADUATE STUDIES, GRANITE STATE  
COLLEGE



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- Chad Bascatow contributed to Defining your Leadership Skills chapter.
- Rebecca Geragosian has supplied a diagram to the Skills, Traits, and Contingency Theory chapter.
- Jaimee Hanscom has written the Emotional Intelligence chapter.

These works have been attributed in their respective sections.

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# I. Defining Leadership: Leadership styles

What it means to be a successful leader in today's complicated and ever-transforming world is not the same as it was decades ago. Success in leadership today has moved away from the authoritative and heroic styles of past years. In today's environment, where the workforce is constructed of teams of diverse, multi-generational, and often global employees, leaders must understand how to influence, inspire, and coach their co-workers to push their potential, while meeting both the individual and the organization's needs. Leaders must be authentic, compassionate, moral, and modest servants to their followers, who understand the benefits of mentoring their employees to become better selves.

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## Leadership

Leadership is used to establish direction and influencing others to follow. Leadership is the process by which an individual mobilizes people and resources to achieve a goal. It requires a learned set of skills as well as attributes that can be nurtured. Leaders inspire, challenge, and encourage others. They may persuade and influence, and they show resilience and persistence. All aspects of society have

leaders. The concept of leader may call to mind a CEO, a prime minister, a general, a sports team captain, or a school principal; examples of leadership exist across a variety of organizations.

Leaders motivate [motivate](#) others to aspire to achieve and help them to do so. They focus on the big picture with a vision of what could be and help others to see that future and believe it is possible. In this way, leaders seek to bring substantive changes in their teams, organizations, and society.

Leadership is a relationship between followers and those who inspire them and provide direction for their efforts and commitments. Without followers, there can be no leaders and often good leaders demonstrate followership. Leadership affects how people think and feel about their work and how it contributes to a larger whole. Effective leaders often mean the difference between increasing a team's ability to perform or diminishing its performance, between keeping efforts on track or encountering disaster, and even between success or failure.

In this book, we will discuss the concepts laid out above as well as other concepts.

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## Leadership and Management

Leadership is one of the most important concepts in management

and many researchers have proposed theories and frameworks for understanding it. Some have distinguished among types of leadership such as charismatic, heroic, and transformational leadership. Other experts discuss the distinctions between managers and leaders, while others address the personality and cognitive factors most likely to predict a successful leader. The many dimensions of leadership indicate how complex a notion it is and how difficult effective leadership can be.

There will be more discussion on leadership and management later in this book.

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## What Does Successful Leadership Look Like?

Success in leadership today has numerous gauges by which to measure against. While some may weigh heavily on profit margins, others may look to employee satisfaction and retention as a better metric for leadership proficiency. For success today and in coming years, leaders need to influence their organizations to be effective with an increasingly diverse workforce who operates in a complex global environment. Leading these boundaryless organizations requires leadership who recognize that people are not just a means to an organizational outcome, but are also an end in, and of, themselves (Latham, 2014). As Gordon and Yuki (as cited in Latham, 2014) attest to, “while there is no shortage of concepts comprising

the many leadership theories, there is little consensus on what constitutes effective leadership” (p.12).

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## Leadership Function and Styles

**Leadership function** refers to the main focus or goal of the leader.

An **instrumental leader** is one who is goal-oriented and largely concerned with accomplishing set tasks. We can imagine that an army general or a Fortune 500 CEO would be an instrumental leader.

**Expressive leaders** are more concerned with promoting emotional strength and health, and ensuring that people feel supported. Social and religious leaders—rabbis, priests, imams, directors of youth homes and social service programs—are often perceived as expressive leaders. There is a longstanding stereotype that men are more instrumental leaders, and women are more expressive leaders. And although gender roles have changed, even today many women and men who exhibit the opposite-gender manner can be seen as deviants and can encounter resistance. Former Secretary of State Hillary Clinton’s experiences provide an example of the way society reacts to a high-profile woman who is an instrumental leader. Despite the stereotype, Boatwright and Forrest (2000) have found that both men and women prefer leaders who use a combination of expressive and instrumental leadership.

## Leadership styles.

**Democratic leaders** encourage group participation in all decision making. They work hard to build consensus before choosing a course of action and moving forward. This type of leader is particularly common, for example, in a club where the members vote on which activities or projects to pursue. Democratic leaders can be well liked, but there is often a danger that the danger will proceed slowly since consensus building is time-consuming. A further risk is that group members might pick sides and entrench themselves into opposing factions rather than reaching a solution.

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## Authoritarian

As the name suggests, **authoritarian leaders** issue orders and assigns tasks. These leaders are clear instrumental leaders with a strong focus on meeting goals. Often, entrepreneurs fall into this mold, like Facebook founder Mark Zuckerberg. Not surprisingly, the authoritarian leader risks alienating the workers. There are times, however, when this style of leadership can be required. In different circumstances, each of these leadership styles can be effective and successful.

## **Directive Leadership**

This type of leadership is defined as the type of leadership where leaders provide a direct and unambiguous approach to their followers. Since the subordinates will be provided with necessary direction, guidance, and support, they will be required to achieve expected results in exchange.

## **Laissez-Faire leadership**

This type of leadership does not exercise strict control over their subordinates directly. Most of people in the team are supposed to be highly experienced individuals. Thus, most of them do not need strict control and supervision. Due to the certain disadvantages provided by the leadership, team members may suffer from lack of communication, feedback for improvement and at the end, they may fail to meet the deadline for project completion.

Laissez-faire leaders provide a good environment to subordinates as well as empower them to take decisions themselves. As the subordinates have full authority on making decisions, laissez-faire leaders do not usually give feedback on the accomplished tasks.

## **Transactional Leadership**

Transactional leadership is defined as the style where the leader either rewards or punishes the employee for the task accomplished. Several studies on leadership found that when the transactional leadership is employed in the organization, the mutual trust between the leader and the task-holder develops. If there is a mistake in the work of subordinates, employees are going to be punished. Thus, employees may perform not at their best, and they

may be afraid of making a mistake. As a result, they are less likely to work on new projects and learn new skills and knowledge. In contrast, employees who perform at their best are given good motivation in terms of rewards making them more motivated to work harder.

Transactional leadership, the system based on rewards is used to motivate the followers. Though, the motivation given through such approach does not last long.

## **Transformational Leadership**

Transformational leaders are reported to work based on the balanced approach. This can be explained by the fact that they help their subordinates to solve some of the challenging issues at the same time they teach their subordinates about the ways of tackling the problems in the similar context. Therefore, researchers believe that role of the transformational leaders can be observed regarding bringing the motivational level of their employees to the stage of self-actualization. Moreover, most common qualities that are used to describe the personality of transformational leaders include charisma, intellectual stimulation. Another name for transformational leadership is a facilitator, in other words, in this case, team members and leaders motivate each other in order to achieve high levels of performance and motivations. Thus, it is considered as one of the most commonly adopted types of leadership where team members encourage each other by different means in order to achieve organizational goals and long-term plans. Unlike other types of leadership, this type of leadership has a high level of communication between the team members. Therefore, the case of transformational leadership was related to the increased levels of motivation, higher job satisfaction, commitment, productivity, and performance. Thus, transformational leader's control, vision, and enthusiasm inspiring its followers lead to higher

results in the management. In this context, the four essential components of the transformational leaders need to be reviewed.

First is the individual consideration (Mumford et al 2000). The second one is intellectual stimulation, which means encouraging the followers to try seeing the issue from the other side and broaden the outlook on specific matters. Third, the inspirational motivation, where the leader stresses on the particular importance of an employee in the team which helps the organization to reach the goal and successful cooperation and accomplishment of the project (Chen et al. 2005).

Transformational leadership, this style serves to improve the collaboration among organization members (Keegan et al., 2004; Bass and Avolio J., 1990; Pearce, 1981). Transformational leaders let their followers feel as the part of the organization. Such leaders have a strong inspirational vision to encourage the employees of the organization care about the company goals than their own goals and interests. Such leaders are believed to be enthusiastic and energetic.

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## Formal vs. Informal Leadership

Generally speaking, individuals who are assigned titles and positions of authority are expected to provide leadership. Because that leadership role is officially recognized, this is known as **formal leadership**. However, there are plenty of individuals who have formal leadership positions but do not actually provide strong leadership. This is often problematic and can leave the organization lacking direction and purpose.

There are also individuals who do not have official positions of leadership but who do exhibit leadership qualities and practices. They help create the company vision with innovative ideas, and they inspire and motivate their coworkers. When leadership is exhibited without an official position, it is known as **informal leadership**. This is a valuable trait for an employee to have

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When asked the question, “What do leaders do?”, many professionals will respond that the leader’s singular job is to “get results”. Daniel Goleman (2000), in his article “Leadership That Gets Results”, expresses that virtually no quantitative research has demonstrated which precise leadership behaviors yield positive results. He continues that literally thousands of “leadership experts” have made careers of evaluating and coaching executives, all in pursuit of producing business people who can transform and turn bold objectives into reality – be they strategic, financial, or organizational.

Several common threads emerge from the core literature which can be drawn upon to define successful leadership. While Latham’s (2014) work, similar to the research of Palmer, Walls, Burgess, and Stough (2001), admit to the benefits of transformational leadership, as does the research of Bottomley, Burgess, and Fox (2014); Latham (2014) concedes transformational leadership does not completely meet the needs of today’s complex environment and workforce. Instead, Latham (2014) supports the concept of servant leadership, much as Rohm and Osula’s (2013) research concludes, stating that servant leadership appeals to the needs of a multi-generation labor force. The research findings of multiple works agree that there is no singular answer to a leadership approach, but instead settle on the realization that multiple approaches, used at the appropriate times, are more apt to render positive outcomes.

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## 2. Leadership vs. Management

The terms “management” and “leadership” have been used interchangeably, yet there are clear similarities and differences between them. Both terms suggest directing the activities of others. In one definition, managers do so by focusing on the organization and performance of tasks and by aiming at efficiency, while leaders engage others by inspiring a shared vision and [effectiveness](#). Managerial work tends to be more transactional, emphasizing processes, coordination, and motivation, while leadership has an emotional appeal, is based on relationships with followers, and seeks to transform.

One traditional way of understanding differences between managers and leaders is that people manage things but leader, lead other people. More concretely, managers administrate and maintain the systems and processes by which work gets done. Their work includes planning, organizing, staffing, leading, directing, and controlling the activities of individuals, teams, or whole organizations for the purpose of accomplishing a goal. Basically, managers are results-oriented problem-solvers with responsibility for day-to-day functions who focus on the immediate, shorter-term needs of an organization.

In contrast, leaders take the long-term view and have responsibility for where a team or organization is heading and what it achieves. They challenge the status quo, make change happen, and work to develop the capabilities of people to contribute to achieving their shared goals. Additionally, leaders act as figureheads for their teams and organizations by representing their vision and [values](#) to outsiders. This definition of leadership may create a negative bias against managers as less noble or less important: “Leader” suggests a heroic figure, rallying people to unite under a common cause, while “manager” calls to mind less charismatic individuals who are focused solely on getting things done.

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Management versus leadership. <http://oer2go.org/mods/en-boundless/www.boundless.com/management/textbooks/boundless-management-textbook/leadership-9/defining-leadership-68/management-versus-leadership-338-3993/index.html> Content and user contributions on this site are licensed under [CC BY-SA 4.0](#) with attribution required.

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To help distinguish between leadership and management, consider the following sets of terms associated with each category:

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**Leadership**

- Influencing
- Change
- Direction
- Vision
- Innovating
- Developing
- Long-term
- Originating
- Creating
- Motivating
- Inspiring
- People
- Big Ideas

**Management**

- Planning
  - Organizing
  - Controlling
  - Stability
  - Administering
  - Maintaining
  - Implementing
  - Instructing
  - Resources
  - Budgeting
  - Scheduling
  - Details
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# 3. Emotional Intelligence

In recent years, studies regarding emotions have become more prevalent as new innovative technology has made it possible to view the human brain at work (Caruso & Salovey, 2004). We are now able to see firsthand how the brain operates while we think. This new neurobiological data allows one to see how the brain reacts when someone feels happy, sad, angry, and loved (Caruso & Salovey, 2004). Peter Salovey and David Caruso suggest that the brain's center of emotion is an integral part of what it means to think, reason, and be intelligent, thus making emotional intelligence a crucial component in understanding one's own emotions and the emotions of others (Caruso & Salovey, 2004).

To have a better understanding of emotional intelligence one must first investigate its two component terms—emotion and intelligence. Salovey, Brackett, & Mayer (2007) propose that emotions are organized responses crossing the physiological, cognitive, motivational, and experiential subsystems of the brain. Once viewed as “disorganized interruptions of mental activity that should be controlled or acute disturbances of the individual as a whole, emotions are now seen as “motivating forces which are processes which arouse, sustain, and direct activity” (Salovey, Brackett, & Mayer, 2007, p. 2).

While the definition of intelligence varies from one theorist to the next, current conceptualizations suggest that intelligence involves the ability to learn and retain knowledge, recognize problems and put knowledge to use; and solve problems, taking the information one has learned and applying it to find solutions to problems they encounter in the world around them (Cherry, 2018).

## **Emotional Intelligence- Salovey and Mayer Theory**

The first known academic use of the term emotional intelligence (EI) came from Wayne Leon Payne in 1986 when he wrote an unpublished doctorate dissertation titled “A Study of Emotion:

Developing Emotional Intelligence.” It wasn’t until 1990, when Peter Salovey and John Mayer, published the first paper on EI in a scientific psychological journal, that the concept of EI became more publicly recognized (Bechtoldt, 2008). In the article, Salovey and Mayer contemplated ways to measure the differences in areas of emotion. They realized that when it comes to identifying their own feelings, the feelings of others, and solving problems related to emotional issues, some people managed better than others (Bechtoldt, 2008).

Salovey and Mayer defined emotional intelligence as a “subset of social intelligence that involves the ability to monitor one’s own emotions and others’ emotions, to discriminate among them, and to use this information to guide one’s own thinking and actions” (Bechtoldt, 2008). They went on to define EI again in 1997 as:

- the ability to perceive accurately, appraise and express emotions;
- the ability to access and generate feelings when they facilitate thought;
- the ability to understand emotion and emotional knowledge;
- and the ability to regulate emotions to promote emotional and intellectual growth. (Mayer & Salovey, 1997a, p. 10)

### **Salovey & Mayer Four Branch Model**

Salovey and Mayer developed the Four Branch Model of Emotional Intelligence. The four branches consist of:

1. Emotional Perception and Expression
2. Emotional Facilitation of Thought (Using Emotional Intelligence)
3. Emotional Understanding
4. Emotional Management

Emotional perception and expression relate to the ability to identify emotions in one’s physical and psychological states; the ability to

identify emotion in others; the ability to express emotions accurately and to express needs related to them; and finally, the ability to discriminate between accurate/honest and inaccurate/dishonest, feelings (Salovey, et al., 2007). According to Salovey, Brackett and Mayer (2007), without these competencies in the first branch, achieving emotional intelligence is impossible.

Emotional intelligence involves registering, attending to, and deciphering emotional messages as they are expressed in facial expressions, voice tone, or cultural artifacts. A person who sees the fleeting expression of fear in the face of another understands much more about the other person's emotions and thoughts than someone who misses such a signal (Salovey, et al., 2007).

The second branch of emotional intelligence concerns emotional facilitation of cognitive activities. It involves using emotions to harness and facilitate various cognitive activities, such as thinking and problem solving (Grewal & Salovey, 2005). Emotions prioritize thinking. In other words, something we respond to emotionally, is something that gets our attention. Having a good system of emotional input, therefore, should help direct thinking toward matters that are truly important" (Mayer & Salovey, 1997b, p. 1)

Understanding and Analyzing Emotions is the third branch of Salovey and Mayer's Four Branch Model. This third branch "concerns the ability to understand emotions and to utilize emotional knowledge" (Salovey, et al., 2007, p. 38). It involves recognizing the relationship between words and emotions themselves, and the causes of emotion; interpreting the meaning that emotions convey regarding relationships; understanding complex feelings; and recognizing transitions among emotions such as the transition from anger to satisfaction, or from anger to shame (Salovey, et al., 2007).

The fourth branch of Salovey and Mayer's emotional intelligence model is Emotional Management. "The ability to reflectively regulate emotions to promote emotional and intellectual growth is a critical component of being emotionally intelligent" (Freudenthaler & Neubauer, 2007, p. 36.). The ability to manage emotions is the most advanced skill of EI. It involves staying open to feelings, both

pleasant and unpleasant, and “represents an interface of many factors including, emotional, and cognitive factors that must be recognized and balanced in order to manage and cope with feelings successfully” (Freudenthaler & Neubauer, 2007, p. 36.).

### **Emotional Intelligence-The Goleman Theory**

While Salovey and Mayer were the first to publish an article on emotional intelligence, true popularity of the term and concept of EI didn't take place until 1995, when Dan Goleman, published “Emotional Intelligence: Why It Can Matter More than IQ” (Bechtoldt, 2008). Goleman claimed that EI is a more important factor than Intelligent Quotient (IQ) to enjoying a successful life and maintaining fruitful and secure relationships with others (Karafyllis & Ulshofer, 2008). Goleman proposed a new definition of intelligence which included qualities such as optimism, self-control, and moral character, and suggests that unlike general intelligence, which is viewed as stable over time, EI can be learned and increased at any time during one's life (Karafyllis & Ulshofer, 2008). He also proposes that EI has a moral dimension stating that “emotional literacy goes hand and hand with education for character and moral development and for citizenship” (Karafyllis & Ulshofer, 2008, p.135).

### **Goleman's Four Competencies of Emotional Intelligence**

Goleman defined emotional intelligence as “the ability to identify, assess, and control one's own emotions, the emotions of others, and that of groups” (Karafyllis & Ulshofer, 2008, p.135). For the purposes of this paper, the focus will be on Goleman's four emotional intelligent competencies which include Goleman's applied definitions and study of competency in self-awareness, self-management, social awareness, and relationship management.

**Self-Awareness.** Self-awareness is one of the most recognized components of emotional intelligence as it entails knowing what one is feeling at any given time and understanding the impact those moods have on others (Karafyllis & Ulshofer, 2008). Peter Northouse indicates that self-awareness is the process in which individuals understand themselves, including their strengths and weaknesses, and the impact they have on others (Northouse, 2013).

In addition, processing self-awareness includes “reflecting on your core values, identity, emotions, motives, and goals while coming to grip with who you really are at the deepest level” (Northouse, 2013, p. 263).

Emotional intelligence specialist, Rachel Green, director of the Emotional Intelligent Institute defines self-awareness as “the skill in perceiving and understanding one’s own emotions” (Green, n.d., p. 1). She admits there are many aspects to this including:

- Being able to know how you feel.
- Being able to understand the emotions that are driving your behavior, thinking or memory.
- Being aware of the emotions behind what you are saying and how you are relating to and communicating with people.
- Understanding what triggers emotions in you including; bias, prejudice and intolerances.
- Understanding the reasons behind some of your emotions. Some emotions arise because of our history and not always because of our immediate situation. (Green, n.d., p.5)

**Self-awareness and leadership.** Joseph Raelin, author of “Creating Leaderful Organizations” writes that leaderful practice begins with a personal awareness of your capabilities (Raelin, 2003). He states that to achieve success, many of us have forgotten who we are. “We need to be awakened” (Raelin, 2003, p. 60). The process of self-discovery offers us an opportunity to appreciate the mixture of life experiences that have led us to our present ways of being.

Many of us decide that we need to find an inner purpose to guide our everyday activities, while others need to become more aware of the gaps between intention and behavior (Raelin, 2003). Both require an ability to retrace one’s reasoning and the behavioral steps that have led to the actions that play out in one’s lives (Raelin, 2003).

Self-awareness means having a deep understanding of one’s emotions, as well as strengths and limitations and one’s values and motives (Goleman, Boyatzis, & McKee, 2002). People with strong

self-awareness are realistic. They are not overly self-critical nor naively hopeful. They are honest with themselves and about themselves as well as honest about themselves with others (Goleman, et al., 2002). Goleman states that self-aware leaders understand their values, goals and dreams. They know where they are headed and why, and they are attuned to what feels right to them (Goleman, 2002). Self-aware people make time to reflect and think over things rather than reacting impulsively, thus bringing to their work life the thoughtful mode of self-reflection (Goleman, 2002). All these traits of self-awareness enable leaders to act with the conviction and authenticity that resonance requires (Goleman et al., 2002).

When leaders know themselves and have a clear sense of who they are and what they stand for, they have a strong anchor for their decisions and actions, therefore, people often see leaders who have greater self-awareness as authentic (Northouse, 2013). “If you don’t understand your own motivations and behaviors, it’s nearly impossible to develop an understanding of others. A lack of self-awareness can also thwart your ability to think rationally and apply technical capabilities” (Wilcox, 2016, p. 11).

**Self-Management.** Self-Management refers to managing ones’ internal states, impulses, and resource (Goleman, 2015). According to Goleman, there are six competencies related to self-management including:

- Emotional Self-Control: Keeping [disruptive emotions and impulses in check](#).
- Transparency: Maintaining integrity.
- Adaptability: Flexibility in [handling change](#).
- Achievement: Striving to improve or meeting a standard of excellence.
- Initiative: Readiness to act on opportunities.
- Optimism: Persistence in pursuing goals despite obstacles and setbacks. (Goleman, 2015, p. 5)

Other noted definitions of self-management refer to:

the developmental (or anomic, when poorly executed) process of relating internal/individual (intention) to external/individual (behavior). It relates to all that we have evolved as a species about learning, growing and developing as human beings, physically, emotionally, mentally and spiritually—education, training, therapy, counseling and consulting, human potential activities, physical development and coaching. (Volckmann, 2002, p. 3).

**Self-management and leadership.** Self-management is a component of emotional intelligence as it resembles an ongoing inner conversation, freeing us from being a prisoner of our feelings (Goleman, et al., 2002). “It’s what allows the mental clarity and concentrated energy that leadership demands, and what keeps disruptive emotions from throwing us off track” (Goleman, et al., 2002, p. 46). Leaders must first be able to handle their own emotions to be capable of managing those of others and “given the reality of emotional leakage, a leader’s emotions have public consequences” (Goleman, et al., 2002, p. 46).

Self-management enables transparency, not only a leadership virtue, but a strength to any organization (Goleman, et al., 2002). Transparency conveys “an authentic openness to others about one’s feelings, beliefs, and actions” (Goleman, et al., 2002, p. 47). It allows integrity and a sense that a leader can be trusted. Self-management at a primal level, hinges on impulse control, keeping us from acting in ways we won’t regret (Goleman, et al., 2002). “The most meaningful act of responsibility that a leader can do is to control their own state of mind” (Goleman, et al., 2002, p. 47).

**Social-Awareness and Interpersonal Skills.** Social Intelligence (SI) is the ability to get along well with others (Albrecht, 2004). Often referred to as “people skills,” SI embraces an awareness of situations and the social dynamics that govern them, and a knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. “It also involves a certain amount of self-insight and a consciousness of one’s own perceptions and reaction patterns” (Albrecht, 2004, p. 1).

Karl Albrecht classifies behavior toward others as falling somewhere on a spectrum between “toxic” effect and “nourishing” effect (Albrecht, 2004). Toxic behavior makes people feel devalued, angry, frustrated, guilty or otherwise inadequate (Albrecht, 2004). Nourishing behavior makes people feel valued, respected, affirmed, encouraged or competent (Albrecht, 2004).

A continued pattern of toxic behavior indicates a low level of social intelligence – the inability to connect with people and influence them effectively. A continued pattern of nourishing behavior tends to make a person much more effective in dealing with others; nourishing behaviors are the indicators of high social intelligence. (Albrecht, 2004, p. 2)

Daniel Goleman contends that the main component of social awareness is empathy, having the ability to perceive the feelings of other people and how they see the world (Goleman, 2016).

Empathy is our social radar. It requires being able to read another’s emotions; at a higher level, it entails sensing and responding to a person’s unspoken concerns or feelings. At the highest levels, empathy is understanding the issues or concerns that lie behind another’s feelings.” (Goleman, 1998, p. 4)

Often issues around diversity and inclusion occur because people are lacking in exposure to people from other cultures or backgrounds. This lack of exposure can narrow our experiences and takes on the world which can impede diversity and inclusion (El-Attrash, 2017). If you see somebody similar to you, there’s little to no effect. However, if you see someone different than you, it triggers implicit bias (El-Attrash, 2017). But while instinctual biases can be linked to the science of the brain, so can practicing empathy” (El-Attrash, 2017, p. 6).

“The key to embracing diversity with empathy is to better understand ourselves.” We can’t connect and be real with others if we can’t be honest with ourselves” (El-Attrash, 2017, p. 9). Frieda Edgette, Certified Executive Coach and Organizational Strategist suggest five ways to reset your empathy:

1. **Be authentic.** Seek a better understanding of who you are. Develop self-awareness by exploring your identity, background, principles and life experiences.
2. **Self-manage.** What is your natural response when presented with difference or conflict? Do you fight, flee or freeze up? Take note of your default response. Develop an “in the moment” strategy to practice self-control like taking a deep breath, going for a run or just assuming a power pose.
3. **Practice active listening.** When interacting with others, watch verbal and non-verbal cues. Make sure you turn your inner voice off for a moment and focus entirely on the other person.
4. **Get curious.** Ask open-ended questions that start with “what” or “how.” What experiences shaped the other person’s life? Where do they get their information? What’s most important to them? Your only mission is to understand.
5. **Respect, connect.** By being more open and more respectful of one another, we can improve communications and better connect, resulting in enhanced communications and productivity (El-Attrash, 2017).

**Social awareness and leadership.** Being aware of how others are feeling requires the ability to put ourselves in the shoes of others and to understand what another person is experiencing (Gassam, 2018). “Leaders that are more empathetic may be [more effective](#) at fostering diverse and inclusive workplaces” (Gassam, 2018, p. 1).

“At the most fundamental level, leadership requires an interaction between at least two individuals, where one individual influences a group of individuals to achieve a common goal” (Northouse, 2013, p. 5). Therefore, social awareness entails being aware of others, their feelings, moods and motivations. According to the Center of Creative Leadership, leaders who are socially aware and who have empathy not only perform better but “are better able to keep employees engaged, while employees with empathy provide customers with the very best experience” (Goleman, 2016, p. 7). Leaders who have high social awareness skills will have an easier

time navigating and managing people from a range of backgrounds. “Being an empathic leader means respecting and relating to people from varied backgrounds and perspectives. This will help create a workplace environment where diverse people can thrive, leading to organizational learning and consummate success” (University of Florida Training and Organizational Development, n.d., p. 2).

Several researchers have indicated that one of the primary responsibilities of a leader is to provide support to their followers (Carter, Lamm & Lamm, n.d.). In their research, Yukl, Gordon, and Taber (2002), defined supporting as, “showing consideration, acceptance, and concern for the needs and feelings of other people” (Carter, et al., n.d., p. 20). Leaders who support their followers are more accountable with higher levels of obligation (Carter, et al., n.d.). They are more effective in helping those followers solve problems and through the process provide developmental opportunities (Carter, et al., n.d.). However, researchers have also cautioned against the overuse of support for followers. “In cases where follower responsibility is deferred to the leader, the leader has been seen as a scapegoat or surrogate for individual responsibility” (Carter, et al., n.d., p. 187).

**Relationship Management.** Relationship management is especially important when it comes to fostering diversity and inclusion in the workplace. People who are skilled in managing relationships are better equipped to handle conflict drawing out all parties, helping others understand differing perspectives and common ideals that everyone can endorse (Goleman, Boyatzis, & McKee, 2002). Individuals skilled in relationship management value teamwork and encourage an atmosphere that is friendly and safe, modeling respect, helpfulness and cooperation (Goleman, et al., 2002). “These competencies are critical for leading in a diverse organization effectively” (Morton, 2012, p. 11).

**Relationship management & leadership.** Relationship management has been identified as facilitating cooperation and team work. People skilled in managing relationships “build spirit and identity and spend time forging and cementing close

relationships beyond mere work obligations (Goleman, et al., 2002, p. 256). “Leaders have been found to achieve group cohesiveness by knowing followers, actively maintaining interpersonal relationships, and encouraging group preservation activities” (Carter, et al., n.d., p. 187).

All relationships take work, time, effort, and know-how. The know-how is emotional intelligence. Some approaches to help keep diverse and inclusive workplace relationships healthy and thriving include:

- Continuously build trust
  - Be consistent in your words and actions
- Tackle tough conversations
  - Look for agreement or common ground
  - Make sure people feel “heard”
  - Remain open and non-defensive
- Be open and curious
  - Share information about yourself
  - Show genuine interest and curiosity in others
- Always work on your communication style
  - Pay attention to times where your style has created confusion or troubled reactions
- Don’t avoid the inevitable
  - Face reality
  - Use empathy and common purpose
- Align your intention with your impact
  - Think before you speak or act
  - Make careful observations (University of Florida Training and Organizational Development, n.d.).

Leaders who master personal competence by building their skills in self-awareness and self-management are the ones who excel at social competence and relationship management (University of

Florida Training and Organizational Development, n.d.). “Their social radar is soundly padded in empathy and people skills. Leveraging those, they build enduring relationships within the workplace environment and employ strategies to keep them strong and vitally connected” (University of Florida Training and Organizational Development, n.d., p. 3).

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“How does Emotional Intelligence Create a Culture that Promotes Diversity and Inclusion in the Workplace?” Jaimee Hanscome (March 2019). Not in creative commons.

# 4. Power and Influence

## Leadership Power

Power is the ability to influence the behavior of others with or without resistance by using a variety of tactics to push or prompt action.

Power is the ability to get things done. People with power are able to influence others behavior to achieve a goal or objective. Others may resist attempts to make them do certain things, but an effective leader is able to overcome that resistance. Although people may regard power as evil or corrupt, power is a fact of organizational life and in itself is neither good nor bad. Leaders can use power to benefit others or to constrain them, to serve the organization's goals or to undermine them.

Another way to view power is as a resource that people use in relationships. When a leader influences subordinates, it is called downward power. We can also think of this as someone having power over someone else. On the other hand, subordinates can also exercise upward power by trying to influence the decisions of their leader. Indeed, leaders depend on their teams to get things done and in that way are subject to the power of team members.

## The Six Sources of Power

Power comes from several sources, each of which has different effects on the targets of that power. Some derive from individual characteristics; others draw on aspects of an organization's structure. Six types of power are *legitimate*, *referent*, *expert*, *reward*, *coercive*, and *informational*.

## **Legitimate Power**

Also called “positional power,” this is the power individuals have from their role and status within an organization. Legitimate power usually involves formal authority delegated to the holder of the position.

## **Referent Power**

Referent power comes from the ability of individuals to attract others and build their loyalty. It is based on the personality and interpersonal skills of the power holder. A person may be admired because of a specific personal trait, such as charisma or likability, and these positive feelings become the basis for interpersonal influence.

## **Expert Power**

Expert power draws from a person’s skills and knowledge and is especially potent when an organization has a high need for them. Narrower than most sources of power, the power of an expert typically applies only in the specific area of the person’s expertise and credibility.

## **Reward Power**

Reward power comes from the ability to confer valued material rewards or create other positive incentives. It refers to the degree to which the individual can provide external motivation to others

through benefits or gifts. In an organization, this motivation may include promotions, increases in pay, or extra time off.

## **Coercive Power**

Coercive power is the threat and application of sanctions and other negative consequences. These can include direct punishment or the withholding of desired resources or rewards. Coercive power relies on fear to induce compliance.

## **Informational Power**

Informational power comes from access to facts and knowledge that others find useful or valuable. That access can indicate relationships with other power holders and convey status that creates a positive impression. Informational power offers advantages in building credibility and rational persuasion. It may also serve as the basis for beneficial exchanges with others who seek that information.

All of these sources and uses of power can be combined to achieve a single aim, and individuals can often draw on more than one of them. In fact, the more sources of power to which a person has access, the greater the individual's overall power and ability to get things done.

## **Power Tactics**

People use a variety of power tactics to push or prompt others into action. We can group these tactics into three categories: behavioral, rational, and structural.

**Behavioral tactics** can be soft or hard. Soft tactics take advantage of the relationship between person and the target. These tactics are more direct and interpersonal and can involve collaboration or other social interaction. Conversely, hard tactics are harsh, forceful, and direct and rely on concrete outcomes. However, they are not necessarily more powerful than soft tactics. In many circumstances, fear of social exclusion can be a much stronger motivator than some kind of physical punishment.

**Rational tactics** of influence make use of reasoning, logic, and objective judgment, whereas nonrational tactics rely on emotionalism and subjectivity. Examples of each include bargaining and persuasion (rational) and evasion and put downs (nonrational).

**Structural tactics** exploit aspects of the relationship between individual roles and positions. Bilateral tactics, such as collaboration and negotiation, involve reciprocity on the parts of both the person influencing and the target. Unilateral tactics, on the other hand, are enacted without any participation on the part of the target. These tactics include disengagement and *fait accompli*. Political approaches, such as playing two against one, take yet another approach to exert influence.

People tend to vary in their use of power tactics, with different types of people opting for different tactics. For instance, interpersonally-oriented people tend to use soft tactics, while extroverts employ a greater variety of power tactics than do introverts. Studies have shown that men tend to use bilateral and direct tactics, whereas women tend to use unilateral and indirect tactics. People will also choose different tactics based on the group situation and according to whom they are trying to influence. In the face of resistance, people are more likely to shift from soft to hard tactics to achieve their aims.

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A Leader's Influence. <http://oer2go.org/mods/en-boundless/www.boundless.com/management/textbooks/boundless->

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## The Role of Influence in Leadership

Influence occurs when a person's emotions, opinions, or behaviors are affected by others. It is an important component of a leader's ability to use power and maintain respect in an organization. Influence is apparent in the form of peer pressure, socialization, conformity, obedience, and persuasion. The ability to influence is an important asset for leaders, and it is also an important skill for those in sales, marketing, politics, and law.

In 1958, Harvard psychologist Herbert Kelman identified three broad varieties of social influence: compliance, identification, and internalization. Compliance involves people behaving the way others expect them to whether they agree with doing so or not. Obeying the instructions of a crossing guard or an authority figure is an example of compliance. Identification is when people behave according to what they think is valued by those who are well-liked and respected, such as a celebrity. Status is a key aspect of identification: when people purchase something highly coveted by many others, such as the latest smartphone, they are under the influence of identification. Internalization is when people accept, either explicitly or privately, a belief or set of values that leads to behavior that reflects those values. An example is following the tenets of one's religion.

## How Leaders Use Influence

In an organization, a leader can use these three types of influence to motivate people and achieve objectives. For example, compliance is a means of maintaining order in the workplace, such as when employees are expected to follow the rules set by their supervisors. Similarly, identification happens when people seek to imitate and follow the actions of people they look up to and respect, for example a more experienced co-worker or trusted supervisor. Internalization results when employees embrace the vision and values of a leader and develop a commitment to fulfilling them.

Leaders use these types of influence to motivate the behaviors and actions needed to accomplish tasks and achieve goals. Individuals differ in how susceptible they are to each type of influence. Some workers may care a great deal about what others think of them and thus be more amenable to identifying the cues for how to behave. Other individuals may want to believe strongly in what they do and so seek to internalize a set of values to guide them. In organizations and in most parts of life, sources of influence are all around us. As a result, our behavior can be shaped by how others communicate with us and how we see them.

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Sources of Power. <http://oer2go.org/mods/en-boundless/www.boundless.com/management/textbooks/boundless-management-textbook/leadership-9/defining-leadership-68/sources-of-power-339-7332/index.html> Content and user contributions on this site are licensed under [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/) with attribution required.

# 5. Developing Leadership Skills

## Methods of Leadership Development

Leader development takes place through multiple mechanisms: formal instruction, developmental job assignments, 360-degree feedback, executive coaching, and self-directed learning. These approaches may occur independently but are more effective in combination.

### Formal Training

Organizations often offer formal training programs to their leaders. Traditional styles provide leaders with required knowledge and skills in a particular area using coursework, practice, “overlearning” with rehearsals, and feedback (Kozlowski, 1998). This traditional lecture-based classroom training is useful; however, its limitations include the question of a leader’s ability to transfer the information from a training environment to a work setting.

### Developmental Job Assignment

Following formal training, organizations can assign leaders to developmental jobs that target the newly acquired skills. A job that is developmental is one in which leaders learn, undergo personal change, and gain leadership skills resulting from the roles,

responsibilities, and tasks involved in that job. Developmental job assignments are one of the most effective forms of leader development. A “stretch” or developmental assignment challenges leaders’ new skills and pushes them out of their comfort zone to operate in a more complex environment, one that involves new elements, problems, and dilemmas to resolve.

## 360-Degree Feedback

The 360-degree feedback approach is a necessary component of leader development that allows leaders to maximize learning opportunities from their current assignment. It systematically provides leaders with perceptions of their performance from a full circle of viewpoints, including subordinates, peers, superiors, and the leader’s own self-assessment. With information coming from so many different sources, the messages may be contradictory and difficult to interpret. However, when several different sources concur on a similar perspective, whether a strength or weakness, the clarity of the message increases. For this mechanism to be effective, the leader must accept feedback and be open and willing to make changes. Coaching is an effective way to facilitate 360-degree feedback and help effect change using open discussion.

## Coaching

Leadership coaching focuses on enhancing the leader’s effectiveness, along with the effectiveness of the team and organization. It involves an intense, one-on-one relationship aimed at imparting important lessons through assessment, challenge, and support. Although the goal of coaching is sometimes to correct a fault, it is used more and more to help already successful leaders

move to the next level of increased responsibilities and new and complex challenges. Coaching aims to move leaders toward measurable goals that contribute to individual and organizational growth.

## Self-directed Learning

Using self-directed learning, individual leaders teach themselves new skills by selecting areas for development, choosing learning avenues, and identifying resources. This type of development is a self-paced process that aims not only to acquire new skills but also to gain a broader perspective on leadership responsibilities and what it takes to succeed as a leader.

## Leadership Development Models

McCauley, Van Velsor, and Ruderman (2010) described a two-part model for developing leaders. The first part identifies three elements that combine to make developmental experiences stronger: assessment, challenge, and support. Assessment lets leaders know where they stand in areas of strengths, current performance level, and developmental needs. Challenging experiences are ones that stretch leaders' ability to work outside of their comfort zone, develop new skills and abilities, and provide important opportunities to learn. Support—which comes in the form of bosses, co-workers, friends, family, coaches, and mentors—enables leaders to handle the struggle of developing.

The second part of the leader-development model illustrates that the development process involves a variety of developmental experiences and the ability to learn from them. These experiences and the ability to learn also have an impact on each other: leaders

with a high ability to learn from experience will seek out developmental experiences, and through these experiences leaders increase their ability to learn.

The leader-development process is rooted in a particular leadership context, which includes elements such as age, culture, economic conditions, population gender, organizational purpose and mission, and business strategy. This environment molds the leader development process. Along with assessment, challenge and support, leadership contexts are important aspects of the leader-development model.

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Developing Leadership Skills. <http://oer2go.org/mods/en-boundless/www.boundless.com/management/textbooks/boundless-management-textbook/leadership-9/developing-leadership-skills-74/developing-leadership-skills-365-3463/index.html> Content and user contributions on this site are licensed under [CC BY-SA 4.0](#) with attribution required.

# 6. Katz Three Skills

Robert Katz identifies three critical skill sets for successful leaders: technical skills, interpersonal (or human) skills, and conceptual skills. Leaders must possess certain technical skills that assist them in optimizing managerial performance. While these three broad skill categories encompass a wide spectrum of capabilities, each category describes the way in which these skills interact with management at various levels.

## Skills of Successful Leaders

### Defining Technical Skills

Of the three skill sets identified by Katz, technical skills are the broadest, most easily defined category. A technical skill is defined as a learned capacity in just about any given field of work, study, or even play. For example, the quarterback of a football team must know how to plant his feet and how to position his arm for accuracy and distance—both technical skills. A mechanic needs to be able to deconstruct and reconstruct an engine, to employ various machinery (lifts, computer scanning equipment, etc.), and to install a muffler.

Leaders also need a broad range of technical know-how. All industries need management, and management must exist at various organizational levels. A technical skill for a leader might include a working understanding of a piece of equipment: the ability

to coach the employee on its operation, as well as communicate to people the basic functions of the machinery.

Leaders in other corporate roles and at higher levels require critical technical skills. These can include office-based competencies such as typing, programming, website maintenance, writing, giving presentations, and using software such as Microsoft Office or Adobe. Office environments require a complex set of communicative, technological, and data-organization skills in order to optimize managerial performance.

Successful leaders in an organization must learn to use the technological assets at their disposal, collecting critical information and data to communicate upward for strategic planning. An example of information management is a mid-level manager in the automotive industry who is responsible for recognizing global marketing potential. This individual must be capable of realizing the legal, demographic, social, technological, and economic considerations of entering a market; the manager will use effective research and delegation skills and also consolidate the information into a useful presentation using technological and communicative skills.

Katz postulates that the higher up in the organization an individual rises, the more conceptual skills (and fewer technical skills) are necessary. Senior managers need fewer technical skills because strategic decision-making is inherently more conceptual; mid- and lower-level skills such as data collection, assessment, and discussion are all more technical. Even so, all disciplines of management require a broad range of skill sets for effective business processes to occur.

## Conceptual Skills

Conceptual skills revolve around generating ideas through creative intuitions and a comprehensive understanding of a given context.

Conceptual skills represent one of the three skill sets identified by Robert Katz as critical to leader's success in an organization. While each skill set is useful in different circumstances, conceptual skills tend to be most relevant in upper-level thinking and broad strategic situations (as opposed to lower-level and line management). As a result, conceptual skills are often viewed as critical success factors of leadership.

Conceptual thinking is difficult to define but can generally be considered as the ability to formulate ideas or mental abstractions in the mind. Conceptual skills primarily revolve around generating ideas, utilizing a combination of creative intuitions and a comprehensive understanding of a given context (i.e., incumbent 's industry, organizational mission and objectives, competitive dynamics, etc.). When combined with a variety of information, as well as a degree of creativity, conceptual thinking results in new ideas, unique strategies, and differentiation.

While all levels of leaders benefit from conceptual thinking, upper leadership spends the most time within this frame of mind (as opposed to thinking more technically—looking at and working with the detailed elements of a given operation or business process). Leaders are largely tasked with identifying and drafting a strategy for the broader operational and competitive approach of an organization. This strategic planning includes generating organizational values, policies, mission statements, ethics, procedures, and objectives. Creating this complex mix of concepts to use as an organizational foundation requires a great number of conceptual skills—formulating concepts and predicting their effects in an organizational setting.

While upper level leaders may use conceptual skills the most, all leaders must both understand and participate in the generation of company objectives and values. Of particular importance are the abilities to communicate these critical concepts to subordinates and the ability to gather useful information to convey to upper management so that the concepts can evolve. Collecting the results of conceptual thinking represent a feedback loop. Conceptual skills

are important in empowering leaders in all levels of an organization to observe the operations of an organization and frame them conceptually as an aspect of that organization's strategy, objectives, and policies. Conceptual thinking allows for accurate and timely feedback and organizational adaptability.

## Interpersonal Skills

Over the years, the common definition of management has become less specific, as managerial functions can include staffing, directing, and reporting. Modern companies have fewer layers of management, as these companies instead rely on the delegation of responsibilities and authority to achieve goals. As a result, businesses often speak of leading or guiding, people rather than giving instructions for every action. Leading people represents a central component of human skills. Interpersonal skills differentiate a manager from a leader. A manager is simply manipulating resources to achieve a given objective, while a leader appeals to the human side of employees to generate creativity and motivation. These concepts of "manager" and "leader" can be distinguished within a team setting. A team leader who is unconcerned with team members' needs or who has a personal agenda that is perceived to be more important than the team's goals is more of a manager than a leader and may alienate team members. Conversely, team leaders who are admired and loyally followed are those who show concern for the team members as individuals with real needs and who place their team above their own personal agendas.

Realistically, most organizations need leaders who can view their teams analytically and objectively, evaluating inefficiencies and making unpopular choices. However, it is misleading to think that a manager has to be distant from or disliked by subordinates to execute these responsibilities. Creating a healthy environment

conducive to development, criticism, and higher degrees of achievement simply requires strong human skills, particularly in the realm of communication.

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# 7. Theories of effective leadership include trait, contingency, behavioral, and full-range theories

For a number of years, researchers have examined leadership to discover how successful leaders are created. Experts have proposed several theories, including the trait, behavioral, contingency, and full-range models of leadership.

## The Trait Theory of Leadership

The search for the characteristics or traits of effective leaders has been central to the study of leadership. Underlying this research is the assumption that leadership capabilities are rooted in characteristics possessed by individuals. Research in the field of trait theory has shown significant positive relationships between effective leadership and personality traits such as intelligence, extroversion, conscientiousness, self-efficacy, and openness to experience. These findings also show that individuals emerge as leaders across a variety of situations and tasks.

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Four Theories of Leadership. <http://oer2go.org/mods/en-boundless/www.boundless.com/management/textbooks/boundless-management-textbook/leadership-9/defining-leadership-68/four-theories-of-leadership-344-7580/index.html>

Theories of effective leadership include trait, contingency, behavioral,

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According to trait leadership theory, effective leaders have in common a pattern of personal characteristics that support their ability to mobilize others toward a shared vision. These traits include dimensions of personality and motives, sets of skills and capabilities, and behavior in social relationships. Using traits to explain effective leadership considers both characteristics that are inherited and attributes that are learned. This approach has been used to differentiate leaders from non-leaders. Understanding the importance of these traits can help organizations select, train, and develop leaders.

## Leaders' Traits

Following studies of trait leadership, most leader traits can be organized into four groups:

- **Personality:** Patterns of behavior, such as adaptability and comfort with ambiguity, and dispositional tendencies, such as motives and values, are associated with effective leadership.
- **Demographic:** In this category, gender has received by far the most attention in terms of leadership; however, most scholars have found that gender is not a determining demographic trait, as male and female leaders are equally effective.
- **Task competence:** This relates to how individuals approach the execution and performance of tasks. Hoffman groups intelligence, conscientiousness, openness to experience, and emotional stability into this category.
- **Interpersonal attributes:** These relate to how a leader

approaches social interactions. According to Hoffman and others (2011), traits such as extroversion and agreeableness are included in this category.

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The Trait Theory Approach. <http://oer2go.org/mods/en-boundless/www.boundless.com/management/textbooks/boundless-management-textbook/leadership-9/trait-approach-69/the-trait-theory-approach-345-3943/index.html>  
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## The Contingency Theory of Leadership

Stogdill and Mann found that while some traits were common across a number of studies, the overall evidence suggested that persons who are leaders in one situation may not necessarily be leaders in other situations. According to this approach, called contingency theory, no single psychological profile or set of enduring traits links directly to effective leadership. Instead, the interaction between those individual traits and the prevailing conditions is what creates effective leadership. In other words, contingency theory proposes that effective leadership is contingent on [factors](#) independent of an individual leader. As such, the theory predicts that effective leaders are those whose personal traits match the needs of the situation in which they find themselves. Fiedler's contingency model of leadership focuses on the interaction of leadership style and the situation (later called situational control). He identified three relevant aspects of the situation: the quality of the leader's relationships with others, how well structured their tasks were, and the leader's amount of formal authority.

## The Behavioral Theory of Leadership

In response to the early criticisms of the trait approach, theorists began to research leadership as a set of behaviors. They evaluated what successful leaders did, developed a taxonomy of actions, and identified broad patterns that indicated different leadership styles. Behavioral theory also incorporates B.F. Skinner's theory of behavior modification, which takes into account the effect of reward and punishment on changing behavior. An example of this theory in action is a manager or leader who motivates desired behavior by scolding employees who arrive late to meetings and showing appreciation when they are early or on time.

## The Full-Range Theory of Leadership

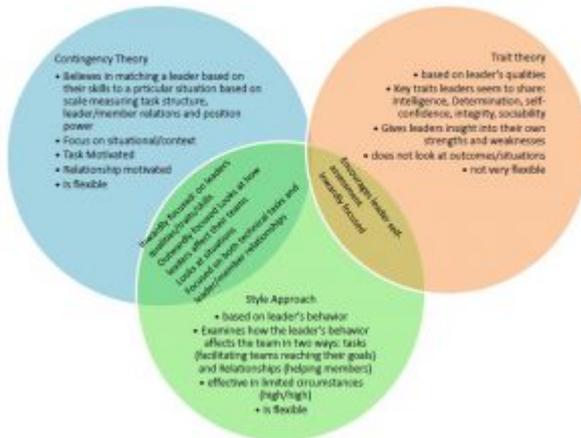
The full-range theory of leadership is a component of transformational leadership, which enhances motivation and morale by connecting the employee's sense of identity to a project and the collective identity of the organization. The four major components of the theory, which cover the full range of essential qualities of a good leader, are:

- Individualized consideration: the degree to which the leader attends to each follower's concerns and needs and acts as a mentor or coach
- Intellectual stimulation: the degree to which the leader challenges assumptions, takes risks, and solicits followers' ideas
- Inspirational motivation: the degree to which the leader articulates a vision that is appealing and inspiring to followers
- Idealized influence: the degree to which the leader provides a role model for high ethical behavior, instills pride, and gains respect and trust

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Four Theories of Leadership. <http://oer2go.org/mods/en-boundless/www.boundless.com/management/textbooks/boundless-management-textbook/leadership-9/defining-leadership-68/four-theories-of-leadership-344-7580/index.html>  
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Styles and Traits theory. By Rebecca Jewett-Geragosian, (2018). Content and user contributions on this site are licensed under [CC BY-SA 4.0](#) with attribution required.

# 8. Path Goal Theory and Outstanding Leadership Theory

In 1971, Robert House introduced his version of a contingent theory of leadership known as the [Path-Goal theory](#). According to House's theory, leaders' behavior is contingent upon the satisfaction, motivation, and [performance](#) of their subordinates. House argued that the goal of the leader is to help followers identify their personal goals as well understand the [organization's](#) goals and find the path that will best help them achieve both. Because individual motivations and goals differ, leaders must modify their approach to fit the situation.

## Leadership Styles

House defined four different leadership styles and noted that good leaders switch fluidly between them as the situation demands. He believed that leadership styles do not define types of leaders as much as they do types of behaviors. House's leadership styles include:

1. Directive, path-goal clarifying leader: The leader clearly defines what is expected of followers and tells them how to perform their tasks. The theory argues that this behavior has the most positive effect when the subordinates' role and task demands are ambiguous and intrinsically satisfying.
2. Achievement-oriented leader: The leader sets challenging goals for followers, expects them to perform at their highest level, and shows confidence in their ability to meet this

expectation. Occupations in which the achievement motive was most predominant were technical jobs, salespersons, scientists, engineers, and [entrepreneurs](#).

3. Participative leader: The leader seeks to collaborate with followers and involve them in the decision-making process. This behavior is dominant when subordinates are highly personally involved in their work.
4. Supportive leader: The main role of the leader is to be responsive to the emotional and psychological needs of followers. This behavior is especially needed in situations in which tasks or relationships are psychologically or physically distressing.

The Path-Goal model emphasizes the importance of the leader's ability to interpret follower's needs accurately and to respond flexibly to the requirements of a situation.

## Outstanding Leadership Theory (OLT)

In 1994, House published *Organizational Behavior: The State of the Science* with Philip Podsakoff. House and Podsakoff attempted to summarize the behaviors and approaches of "outstanding leaders" that they obtained from some more modern theories and research findings. Using the Path-Goal model as a [framework](#), their Outstanding Leadership Theory (OLT) expanded the list of leadership behaviors required to channel follower's motivations and goals more effectively toward the leader's vision:

- Vision: Leaders are able to communicate a vision that meshes with the [values](#) of their followers.
- Passion and self-sacrifice: Leaders believe fully in their vision and are willing to make sacrifices in order to achieve it.
- Confidence, determination, and persistence: Leaders are

confident their vision is correct and take whatever action is necessary to reach it.

- Image-building: Leaders are cognizant of how they are perceived by their followers. They strive to ensure followers view them in a positive light.
- Role-modeling: Leaders seek to model [qualities](#) such as [credibility](#) and trustworthiness that their followers would seek to emulate.
- [External](#) representation: Leaders are spokespersons for their organizations (for example, Steve Jobs).
- Expectations of and confidence in followers: Leaders trust that their followers can succeed and expect them to do so.
- Selective motive-arousal: Leaders are able to hone in on specific motives in followers and use them to push their followers to reach a goal.
- Frame alignment: Leaders align certain interests, values, actions, etc. between leadership and followers to inspire positive action.
- Inspirational [communication](#): Leaders are able to inspire followers to act using verbal and non-verbal communication.

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Leadership and task follower characteristics. Content source: <http://oer2go.org/mods/en-boundless/www.boundless.com/management/textbooks/boundless-management-textbook/leadership-9/contingency-approach-71/leadership-and-task-follower-characteristics-house-353-4005/index.html> Content and user contributions on this site are licensed under [CC BY-SA 4.0](#) with attribution required.

# 9. A Leader's Vision

**A clear and well-communicated vision is essential for a leader to gain support and for followers to understand a leader's goals.**

A vision is defined as a clear, distinctive, and specific view of the future, and is usually connected with strategic organizational advances. Effective leaders will clearly define a vision and communicate it in such a way as to foster enthusiasm and commitment throughout the organization. This ability to express a vision and use it to inspire others differentiates a leader from a manager.

Many researchers believe that vision is an essential quality of effective leaders, as important as the abilities to communicate and to build trust. Leader's decisions and strategies reflect their view of what an enterprise can be rather than what it currently is. A strong leader builds trust in the vision by acting in consistent ways with the vision and by demonstrating to others what it takes to make the vision a reality.

Vision is an essential component of an organization's success. A thriving organization will have a vision that is succinct, indicative of the direction that the company is heading, and widely understood throughout all levels of the organization. The more employees are aware of, understand, and believe in the vision, the more useful it is in directing their behavior on a daily basis.

Vision and mission are sometimes used interchangeably, but there is a useful distinction. A vision describes an organization's direction, while its mission defines its purpose. By focusing on the value an organization creates, the mission helps prioritize activities and provides a framework for decision-making.

Vision also plays a significant role in a leader's strategy for the

organization. By setting the direction, a vision underscores the necessity of all the areas of a business working toward the same goal. This unity of purpose often involves changing what is done and how, and aligning the activities and behavior of people is critical to fulfilling a leader's vision. A vision reduces ambiguity and provides focus—two benefits that are especially valuable in turbulent or rapidly changing times.

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A Leader's Vision. <http://oer2go.org/mods/en-boundless/www.boundless.com/management/textbooks/boundless-management-textbook/leadership-9/defining-leadership-68/a-leader-s-vision-341-880/index.html> Content and user contributions on this site are licensed under [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/) with attribution required.

# 10. Situational Leadership

## Introduction

Situational theories of leadership work on the assumption that the most effective style of leadership changes from situation to situation. To be most effective and successful, a leader must be able to adapt his style and approach to diverse circumstances.

For example, some employees function better under a leader who is more autocratic and directive. For others, success will be more likely if the leader can step back and trust his team to make decisions and carry out plans without the leader's direct involvement. On a similar note, not all types of industries and business settings require the same skills and leadership traits in equal measure. Some fields demand a large measure of innovation, whereas in others, personal charisma and relational connection with clients are far more important.

Different theories have been developed that recognize the situational aspects of leadership. Each theory attempts to provide its own analysis of how leadership can be most successful in various situations.

## Hersey and Blanchard's Situational Leadership Theory

The term "situational leadership" is most commonly derived from and connected with Paul Hersey and Ken Blanchard's **Situational Leadership Theory**. This approach to leadership suggests the need to match two key elements appropriately: the leader's leadership style and the followers' maturity or preparedness levels.

The theory identifies four main leadership approaches:

- **Telling:** Directive and authoritative approach. The leader makes decisions and tells employees what to do.
- **Selling:** The leader is still the decision maker, but he communicates and works to persuade the employees rather than simply directing them.
- **Participating:** The leader works with the team members to make decisions together. He supports and encourages them and is more democratic.
- **Delegating:** The leader assigns decision-making responsibility to team members but oversees their work.

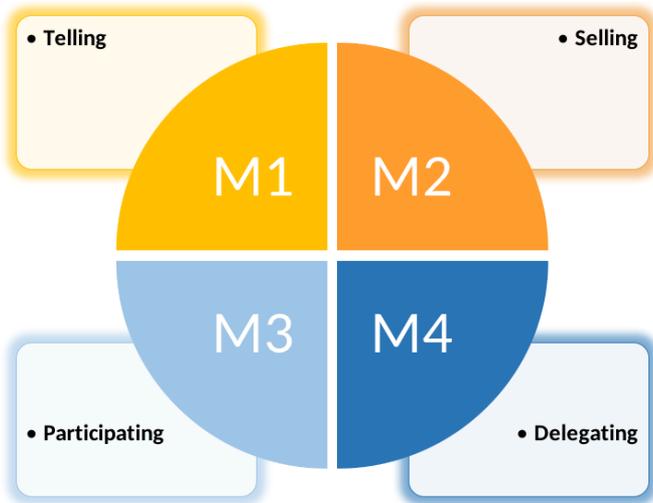
In addition to these four approaches to leadership, there are also four levels of follower maturity:

- **Level M1:** Followers have low competence and low commitment.
- **Level M2:** Followers have low competence, but high commitment.
- **Level M3:** Followers have high competence, but low commitment and confidence.
- **Level M4:** Followers have high competence and high commitment and confidence.



In Hersey and Blanchard's approach, the key to successful leadership is matching the proper leadership style to the corresponding maturity level of the employees. As a general rule, each of the four leadership styles is appropriate for the corresponding employee maturity level:

- Telling style works best for leading employees at the M1 level (low competence, low commitment).
- Selling style works best for leading employees at the M2 level (low competence, high commitment).
- Participating style works best for leading employees at the M3 level (high competence, low commitment/confidence).
- Delegating style works best for leading employees at the M4 level (high competence, high commitment/confidence).



*Maturity levels and leadership styles*

Identifying the employee maturity level becomes a very important part of the process, and the leader must have the willingness and ability to use any of the four leadership styles as needed.

## Goleman's Model of Situational Leadership

Another situational theory of leadership has been developed by Daniel Goleman. His theory incorporates his development of the concept of **emotional intelligence**. He develops that idea into six categories of situational leadership, describing the leadership style and suggesting when each style is most appropriate and likely to be successful:

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Pacesetter Leader	The leader sets aggressive goals and standards and drives employees to reach them. This works with highly motivated and competent employees, but can lead to burnout due to the high energy demands and stress levels.
Authoritative Leader	The leader authoritatively provides a direction and goals for the team, expecting the team to follow his lead. The details are often left up to the team members. This works well when clear direction is needed, but can be problematic if the team members are highly experienced and knowledgeable and might resent being dictated to.
Affiliative Leader	A positive reinforcement and morale-boosting style. The leader praises and encourages the employees, refraining from criticism or reprimand. The goal is to foster team bonding and connectedness, along with a sense of belonging. This approach works best in times of stress and trauma or when trust needs to be rebuilt. It is not likely to be sufficient as a long-term or exclusive strategy.
Coaching Leader	The leader focuses on helping individual employees build their skills and develop their talents. This approach works best when employees are receptive to guidance and willing to hear about their weaknesses and where they need to improve.
Democratic Leader	The leader intentionally involves followers in the decision-making process by seeking their opinion and allowing them a voice in the final decision. This works well when the leader is in need of guidance and/or the employees are highly qualified to contribute and there are not strenuous time constraints that require quick decisions.
Coercive Leader	The leader acts as the ultimate authority and demands immediate compliance with directions, even applying pressure as needed. This can be appropriate in times of crisis or disaster, but is not advisable in healthy situations.

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## Normative Decision Theory

One final theory we will look at is Vroom and Yetton's **Normative Decision Theory**. This approach is intended as a guide in determining the optimum amount of time and group input that should be committed to a decision. A leader has a number of options available to him in this regard:

- He can make a decision entirely by himself.
- He can use information from team members to make decisions.
- He can consult team members individually and ask their advice before making the decision.
- He can consult team members as a group before making the decision.
- He can consult the team as a group and allow the team as a whole to make the decision.

Victor Vroom and Phillip Yetton provide a model that helps leaders decide when to use each approach. The model walks leaders through a series of questions about the decision to be made, and the answers will lead the decision maker to the suggested approach. The questions focus on a few key factors:

- Is decision quality highly important?
- Does the leader have sufficient information to make the decision?
- Is it highly important for team members to accept the decision?
- Are the team members likely to accept the leader's decision if he makes it individually? What if he makes it with their consultation?
- Do the team members' goals match those of the leader and organization?
- Is the problem structured and easily analyzed?
- Do team members have high levels of expertise in the matter to be decided?
- Do team members have high levels of competence in working together as a group?

Leaders are challenged not only to make good decisions, but to decide who decides. At times, the best choice is to involve others in the decision.

Situation theories of leadership. Source text  
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# II. Diversity and Inclusion

## Diversity and Inclusion in the Workforce

### Learning Objectives

By the end of this section, you will be able to:

- Explain the benefits of employee diversity in the workplace
- Discuss the challenges presented by workplace diversity

Diversity is not simply a box to be checked; rather, it is an approach to business that unites ethical management and high performance. Business leaders in the global economy recognize the benefits of a diverse workforce and see it as an organizational strength, not as a mere slogan or a form of regulatory compliance with the law. They recognize that diversity can enhance performance and drive innovation; conversely, adhering to the traditional business practices of the past can cost them talented employees and loyal customers.

A study by global management consulting firm McKinsey & Company indicates that businesses with gender and ethnic diversity outperform others. According to Mike Dillon, chief diversity and inclusion officer for PwC in San Francisco, “attracting, retaining and developing a diverse group of professionals stirs innovation and drives growth.”

Living this goal means not only recruiting, hiring, and training talent from a wide demographic spectrum but also including all employees in every aspect of the organization.

## Workplace Diversity

The twenty-first century workplace features much greater diversity than was common even a couple of generations ago. Individuals who might once have faced employment challenges because of religious beliefs, ability differences, or sexual orientation now regularly join their peers in interview pools and on the job. Each may bring a new outlook and different information to the table; employees can no longer take for granted that their coworkers think the same way they do. This pushes them to question their own assumptions, expand their understanding, and appreciate alternate viewpoints. The result is more creative ideas, approaches, and solutions. Thus, diversity may also enhance corporate decision-making.

Communicating with those who differ from us may require us to make an extra effort and even change our viewpoint, but it leads to better collaboration and more favorable outcomes overall, according to David Rock, director of the Neuro-Leadership Institute in New York City, who says diverse coworkers “challenge their own and others’ thinking.”

According to the Society for Human Resource Management (SHRM), organizational diversity now includes more than just racial, gender, and religious differences. It also encompasses different thinking styles and personality types, as well as other factors such as physical and cognitive abilities and sexual orientation, all of which influence the way people perceive the world. “Finding the right mix of individuals to work on teams, and creating the conditions in which they can excel, are key business goals for today’s leaders, given that collaboration has become a paradigm of the twenty-first century workplace,” according to an SHRM article.

Attracting workers who are not all alike is an important first step in the process of achieving greater diversity. However, managers cannot stop there. Their goals must also encompass inclusion, or the engagement of all employees in the corporate culture. “The far bigger challenge is how people interact with each other once

they're on the job," says Howard J. Ross, founder and chief learning officer at Cook Ross, a consulting firm specializing in diversity. "Diversity is being invited to the party; inclusion is being asked to dance. Diversity is about the ingredients, the mix of people and perspectives. Inclusion is about the container—the place that allows employees to feel they belong, to feel both accepted and different."

Workplace diversity is not a new policy idea; its origins date back to at least the passage of the Civil Rights Act of 1964 (CRA) or before. Census figures show that women made up less than 29 percent of the civilian workforce when Congress passed Title VII of the CRA prohibiting workplace discrimination. After passage of the law, gender diversity in the workplace expanded significantly. According to the U.S. Bureau of Labor Statistics (BLS), the percentage of women in the labor force increased from 48 percent in 1977 to a peak of 60 percent in 1999. Over the last five years, the percentage has held relatively steady at 57 percent. Over the past forty years, the total number of women in the labor force has risen from 41 million in 1977 to 71 million in 2017.

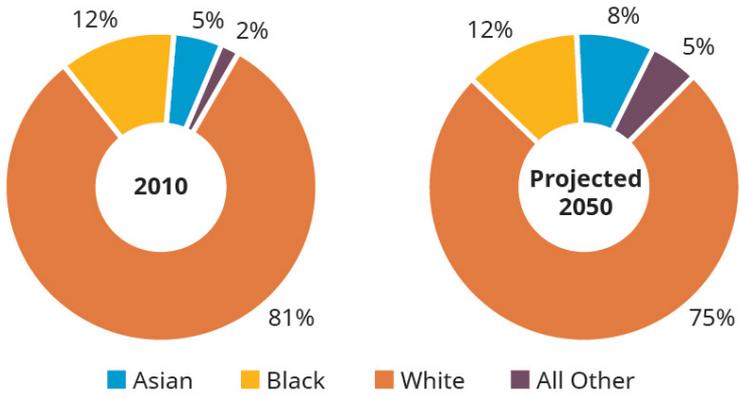
The BLS projects that the number of women in the U.S. labor force will reach 92 million in 2050 (an increase that far outstrips population growth).

The statistical data show a similar trend for African American, Asian American, and Hispanic workers ([\(Figure\)](#)). Just before passage of the CRA in 1964, the percentages of minorities in the official on-the-books workforce were relatively small compared with their representation in the total population. In 1966, Asians accounted for just 0.5 percent of private-sector employment, with Hispanics at 2.5 percent and African Americans at 8.2 percent.

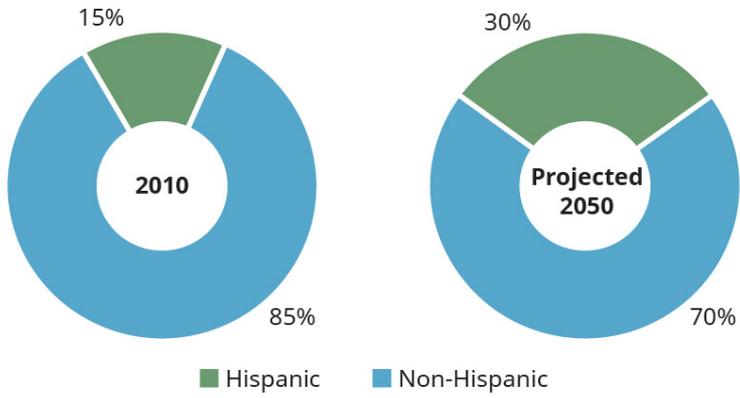
However, Hispanic employment numbers have significantly increased since the CRA became law; they are expected to more than double from 15 percent in 2010 to 30 percent of the labor force in 2050. Similarly, Asian Americans are projected to increase their share from 5 to 8 percent between 2010 and 2050.

There is a distinct contrast in workforce demographics between 2010 and projected numbers for 2050. (credit: attribution: Copyright Rice University, OpenStax, under CC BY 4.0 license)

**Workforce Makeup by Race, 2010 to 2050**



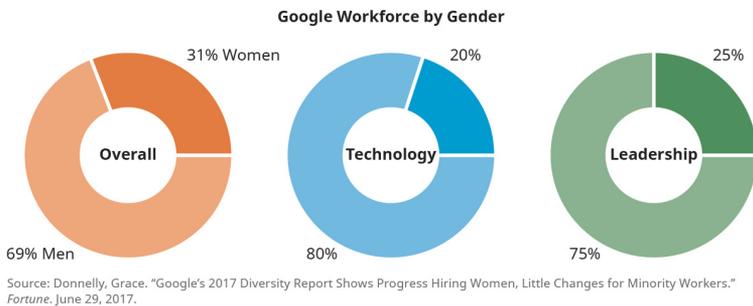
**Workforce Makeup by Ethnicity, 2010 to 2050**



Source: Toossi, Mitra. "Projections of the Labor Force to 2050: A Visual Essay." *Monthly Labor Review*. Oct. 2012. Data from U.S. Bureau of Labor Statistics.

Much more progress remains to be made, however. For example, many people think of the technology sector as the workplace of

open-minded millennials. Yet Google, as one example of a large and successful company, revealed in its latest diversity statistics that its progress toward a more inclusive workforce may be steady but it is very slow. Men still account for the great majority of employees at the corporation; only about 30 percent are women, and women fill fewer than 20 percent of Google’s technical roles ([Figure](#)). The company has shown a similar lack of gender diversity in leadership roles, where women hold fewer than 25 percent of positions. Despite modest progress, an ocean-sized gap remains to be narrowed. When it comes to ethnicity, approximately 56 percent of Google employees are white. About 35 percent are Asian, 3.5 percent are Latino, and 2.4 percent are black, and of the company’s management and leadership roles, 68 percent are held by whites. Google is emblematic of the technology sector, and this graphic shows just how far from equality and diversity the industry remains. (credit: attribution: Copyright Rice University, OpenStax, under CC BY 4.0 license)



Google is not alone in coming up short on diversity. Recruiting and hiring a diverse workforce has been a challenge for most major technology companies, including Facebook, Apple, and Yahoo (now owned by Verizon); all have reported gender and ethnic shortfalls in their workforces.

The Equal Employment Opportunity Commission (EEOC) has made available 2014 data comparing the participation of women and

minorities in the high-technology sector with their participation in U.S. private-sector employment overall, and the results show the technology sector still lags.

Compared with all private-sector industries, the high-technology industry employs a larger share of whites (68.5%), Asian Americans (14%), and men (64%), and a smaller share of African Americans (7.4%), Latinos (8%), and women (36%). Whites also represent a much higher share of those in the executive category (83.3%), whereas other groups hold a significantly lower share, including African Americans (2%), Latinos (3.1%), and Asian Americans (10.6%). In addition, and perhaps not surprisingly, 80 percent of executives are men and only 20 percent are women. This compares negatively with all other private-sector industries, in which 70 percent of executives are men and 30 percent women.

Technology companies are generally not trying to hide the problem. Many have been publicly releasing diversity statistics since 2014, and they have been vocal about their intentions to close diversity gaps. More than thirty technology companies, including Intel, Spotify, Lyft, Airbnb, and Pinterest, each signed a written pledge to increase workforce diversity and inclusion, and Google pledged to spend more than \$100 million to address diversity issues.

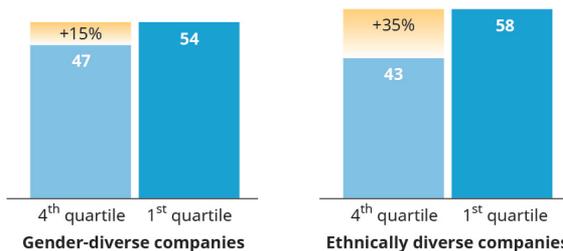
Diversity and inclusion are positive steps for business organizations, and despite their sometimes slow pace, the majority are moving in the right direction. Diversity strengthens the company's internal relationships with employees and improves employee morale, as well as its external relationships with customer groups. Communication, a core value of most successful businesses, becomes more effective with a diverse workforce. Performance improves for multiple reasons, not the least of which is that acknowledging diversity and respecting differences is the ethical thing to do.

## Adding Value through Diversity

Diversity need not be a financial drag on a company, measured as a cost of compliance with no return on the investment. A recent McKinsey & Company study concluded that companies that adopt diversity policies do well financially, realizing what is sometimes called a diversity dividend. The study results demonstrated a statistically significant relationship of better financial performance from companies with a more diverse leadership team, as indicated in [\(Figure\)](#). Companies in the top 25 percent in terms of gender diversity were 15 percent more likely to post financial returns above their industry median in the United States. Likewise, companies in the top 25 percent of racial and/or ethnic diversity were 35 percent more likely to show returns exceeding their respective industry median.

Companies with gender and ethnic diversity generally outperform those without it. (credit: attribution: Copyright Rice University, OpenStax, under CC BY 4.0 license)

**Likelihood of Financial Performance above Industry Median by Company Diversity Quartile**



Source: Hunt, Vivian, Dennis Layton, and Sara Prince. McKinsey & Company. "Why Diversity Matters." Feb 2, 2015.

These results demonstrate a positive correlation between diversity and performance, rebutting any claim that affirmative action and other such programs are social engineering that constitutes a financial drag on earnings. In fact, the results reveal a negative correlation between performance and lack of diversity, with companies in the bottom 25 percent for gender and ethnicity

or race proving to be statistically less likely to achieve above-average financial returns than the average companies. Non-diverse companies were not leaders in performance indicators. Positive correlations do not equal causation, of course, and greater gender and ethnic diversity do not automatically translate into profit. Rather, as this chapter shows, they enhance creativity and decision-making, employee satisfaction, an ethical work environment, and customer goodwill, all of which, in turn, improve operations and boost performance.

Diversity is not a concept that matters only for the rank-and-file workforce; it makes a difference at all levels of an organization. The McKinsey & Company study, which examined twenty thousand firms in ninety countries, also found that companies in the top 25 percent for executive and/or board diversity had returns on equity more than 50 percent higher than those companies that ranked in the lowest 25 percent. Companies with a higher percentage of female executives tended to be more profitable.

Achieving equal representation in employment based on demographic data is the ethical thing to do because it represents the essential American ideal of equal opportunity for all. It is a basic assumption of an egalitarian society that all have the same chance without being hindered by immutable characteristics. However, there are also directly relevant business reasons to do it. More diverse companies perform better, as we saw earlier in this chapter, but why? The reasons are intriguing and complex. Among them are that diversity improves a company's chances of attracting top talent and that considering all points of view may lead to better decision-making. Diversity also improves customer experience and employee satisfaction.

To achieve improved results, companies need to expand their definition of diversity beyond race and gender. For example, differences in age, experience, and country of residence may result in a more refined global mind-set and cultural fluency, which can help companies succeed in international business. A salesperson may know the language of customers or potential customers from

a specific region or country, for example, or a customer service representative may understand the norms of another culture. Diverse product-development teams can grasp what a group of customers may want that is not currently being offered.

Resorting to the same approaches repeatedly is not likely to result in breakthrough solutions. Diversity, however, provides usefully divergent perspectives on the business challenges companies face. New ideas help solve old problems—another way diversity makes a positive contribution to the bottom line.

## The Challenges of a Diverse Workforce

Diversity is not always an instant success; it can sometimes introduce workplace tensions and lead to significant challenges for a business to address. Some employees simply are slow to come around to a greater appreciation of the value of diversity because they may never have considered this perspective before. Others may be prejudiced and consequently attempt to undermine the success of diversity initiatives in general. In 2017, for example, a senior software engineer's memo criticizing Google's diversity initiatives was leaked, creating significant protests on social media and adverse publicity in national news outlets.

The memo asserted “biological causes” and “men's higher drive for status” to account for women's unequal representation in Google's technology departments and leadership.

Google's response was quick. The engineer was fired, and statements were released emphasizing the company's commitment to diversity.

Although Google was applauded for its quick response, however, some argued that an employee should be free to express personal opinions without punishment (despite the fact that there is no right of free speech while at work in the private sector).

In the latest development, the fired engineer and a coworker filed a class-action lawsuit against Google on behalf of three specific groups of employees who claim they have been discriminated against by Google: whites, conservatives, and men.

This is not just the standard “reverse discrimination” lawsuit; it goes to the heart of the culture of diversity and one of its greatest challenges for management—the backlash against change.

In February 2018, the National Labor Relations Board ruled that Google’s termination of the engineer did not violate federal labor law and that Google had discharged the employee only for inappropriate but unprotected conduct or speech that demeaned women and had no relationship to any terms of employment. Although this ruling settles the administrative labor law aspect of the case, it has no effect on the private wrongful termination lawsuit filed by the engineer, which is still proceeding.

Yet other employees are resistant to change in whatever form it takes. As inclusion initiatives and considerations of diversity become more prominent in employment practices, wise leaders should be prepared to fully explain the advantages to the company of greater diversity in the workforce as well as making the appropriate accommodations to support it. Accommodations can take various forms. For example, if you hire more women, should you change the way you run meetings so everyone has a chance to be heard? Have you recognized that women returning to work after childrearing may bring improved skills such as time management or the ability to work well under pressure? If you are hiring more people of different faiths, should you set aside a prayer room? Should you give out tickets to football games as incentives? Or build team spirit with trips to a local bar? Your managers may need to accept that these initiatives may not suit everyone. Adherents of some faiths may abstain from alcohol, and some people prefer cultural events to sports. Many might welcome a menu of perquisites (“perks”) from which to choose, and these will not necessarily be the ones that were valued in the past. Mentoring new

and diverse peers can help erase bias and overcome preconceptions about others. However, all levels of a company must be engaged in achieving diversity, and all must work together to overcome resistance.

## Summary

A diverse workforce yields many positive outcomes for a company. Access to a deep pool of talent, positive customer experiences, and strong performance are all documented positives. Diversity may also bring some initial challenges, and some employees can be reluctant to see its advantages, but committed managers can deal with these obstacles effectively and make diversity a success through inclusion.

## Endnotes

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## Glossary

**diversity dividend**

the financial benefit of improved performance resulting from a diverse workforce

**inclusion**

the engagement of all employees in the corporate culture

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# 12. Leadership and Followers: Hersey and Blanchard

Paul Hersey and Ken Blanchard introduced their [theory](#) of [situational leadership](#) in the 1969 book [Management](#) of *Organizational Behavior*. Situational leadership states that there is no single, ideal approach to leadership because different types of leadership are required in different contexts. The Hersey and Blanchard model explains [effective](#) leadership in terms of two variables: leadership style and the maturity of the follower(s).

## Task Behavior and Relationship Behavior

For Hersey and Blanchard, leadership style is determined by the mix of task behavior and relationship behavior that the [leader](#) shows. Task behavior concerns the actions required of followers and how they should be conducted. Relationship behavior concerns how people interact together to achieve a [goal](#). The various combinations of high and low task and relationship behaviors suggest four leadership roles:

1. S1 – Telling: The leader’s role is to [direct](#) the actions of the followers. The leader instructs the followers on how, what, where, and when to do a certain task. This is primarily task behavior.
2. S2 – Selling: The leader is still primarily concerned with directing action but now accepts [communication](#) from followers. This communication allows the followers to feel connected to the task and buy into the [mission](#). S2 [leading](#) is still primarily task behavior, but now it includes some relationship behavior.

3. S3 – Participating: This role is similar to S2, except now the leader welcomes shared **decision**-making. Participating leadership shifts the **balance** toward relationship behavior and away from task behavior.
4. S4 – Delegating: The leader simply ensures that progress is being made. Decisions involve a lot of **input** from the followers, and the process and **responsibility** now lie with followers. S4 is primarily relationship behavior.

## Maturity

The other fundamental concept in the Hersey and Blanchard model is maturity of the group. Group maturity describes how confident group members are in the group's ability to complete its tasks. This concept, too, is broken into four categories:

### Maturity Levels

High	Moderate		Low
M4	M3	M2	M1
Very capable and confident	Capable but unwilling	Unable and willing	Unable but insecure

## Maturity levels

In Hersey and Blanchard's model, group maturity is divided into four distinct categories based on how able and willing the group is to complete the job.

1. M1: The group does not have the skills to do the job, and is unwilling or unable to take responsibility. This is a very low maturity level.
2. M2: The group is willing to work on the job but not yet able to

accept responsibility. Imagine a group of volunteers working on a house for Habitat for Humanity: the volunteers are willing to perform the work, but probably not capable of building a house on their own.

3. M3: The group has experience but is not confident enough or willing to take responsibility. The main difference between M2 and M3 is that the M3 group has the skills to work effectively on the job.
4. M4: The group is willing and able to work on the job. Group members have all of the skills, confidence, and enthusiasm necessary to take ownership of the task. This is a very high level of maturity.

Because maturity level varies based on the group and the task (for example, professional football players are an M4 group on the football field, but an M1 group if asked to play baseball), the leadership style must adapt based on the situation.

Effective leadership varies not only with the person or group that is being influenced but also depending on the task, job, or function that needs to be accomplished. The Hersey and Blanchard model encourages leaders to be flexible and find the right style for the task and the group maturity level. The most successful leaders are those who adapt their leadership style to the maturity of the group they are attempting to lead or influence and to that group's purpose.

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