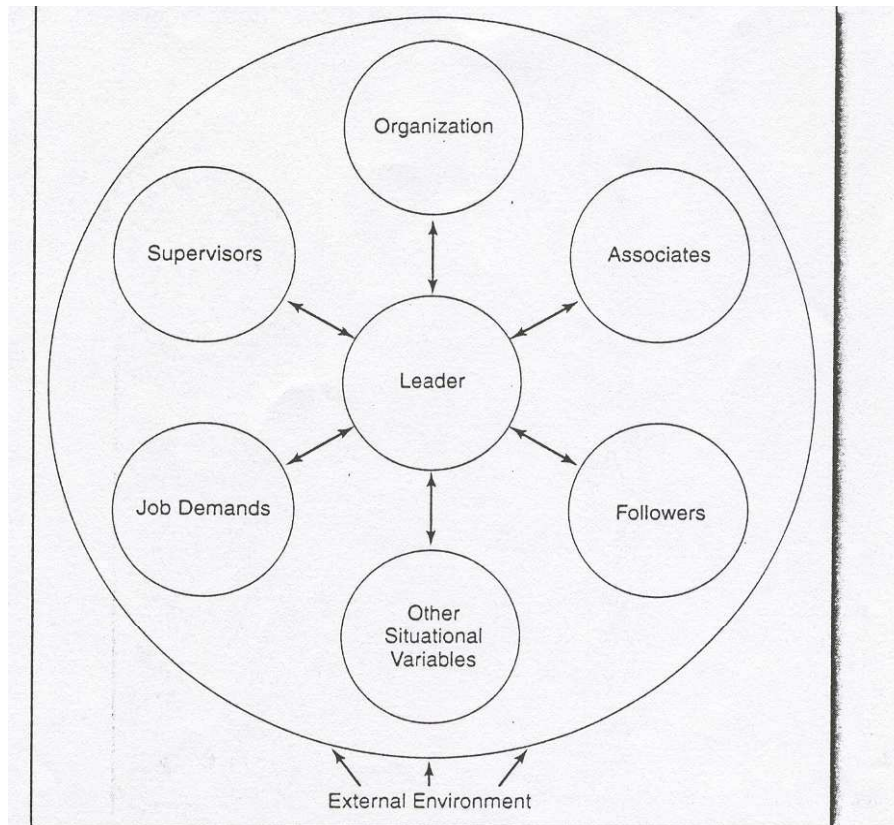


## Lesson 7 – Leadership

Leadership ⇒ change of behavior ⇒ competency (excellent practices)

Behavioral science theory and research requires managers to use necessary diagnostic skills to maximize effectiveness.



**Figure 7-1**  
Interacting Components of an Organizational Setting

Leader's style	Leader's expectations
Followers' styles	Followers' expectations
Supervisors' styles	Supervisors' expectations
Associates' styles	Associates' expectations
Organization's style	Organization's expectations
Job demands	
Other situational variables	
External environment	

Style = the consistent behavior patterns that they use when they are working with and through other people, as perceived by those people. These patterns emerge as leaders are seen to respond in the same fashion under similar conditions.

Expectations = perceptions of appropriate behavior for one's own role or position or one's perception of those roles of others within the organization. The expectations of individuals define for them what they should do under various circumstances in their particular job and how they think others (supervisors, followers, ...) should behave in relation to their positions.

BUT it is not easy to tell them how to use it:

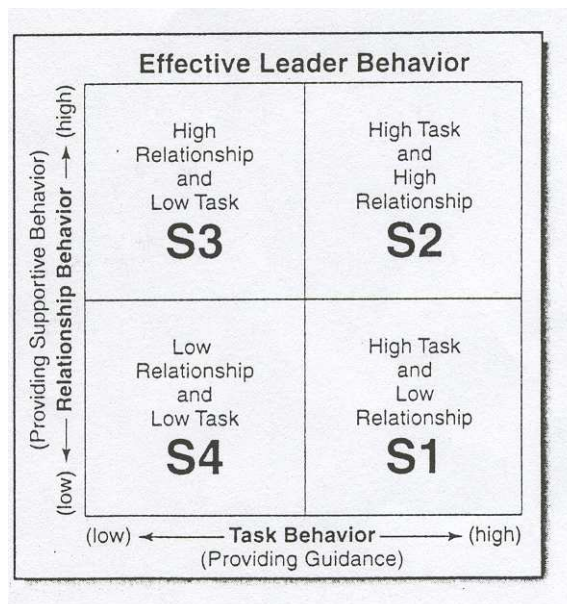
1. much of the research is "too scientific" ⇒ it is not understandable to practitioners;
2. many practitioners argue that it is impractical to consider every situation variable.

**Situational leadership**

- is focusing on the relationship between the LEADER and FOLLOWER.
- it needs to be emphasized that when discussing leader-follower relationships, we are not necessarily talking about hierarchical relationship. The concept of situational leadership is applicable when you are attempting to influence of an employee as well as your supervisor, friend, or a group.

3 variables are taken into account:

- task behavior = the extent to which the leader engages in spelling out the duties and responsibilities of an individual
  - = the amount of guidance and direction (what, how, when, where, who);
  - = one-way communication
- relationship behavior = the extent to which the leader engages into two-way or multiparty communication;
  - = the amount of socio-emotional support.

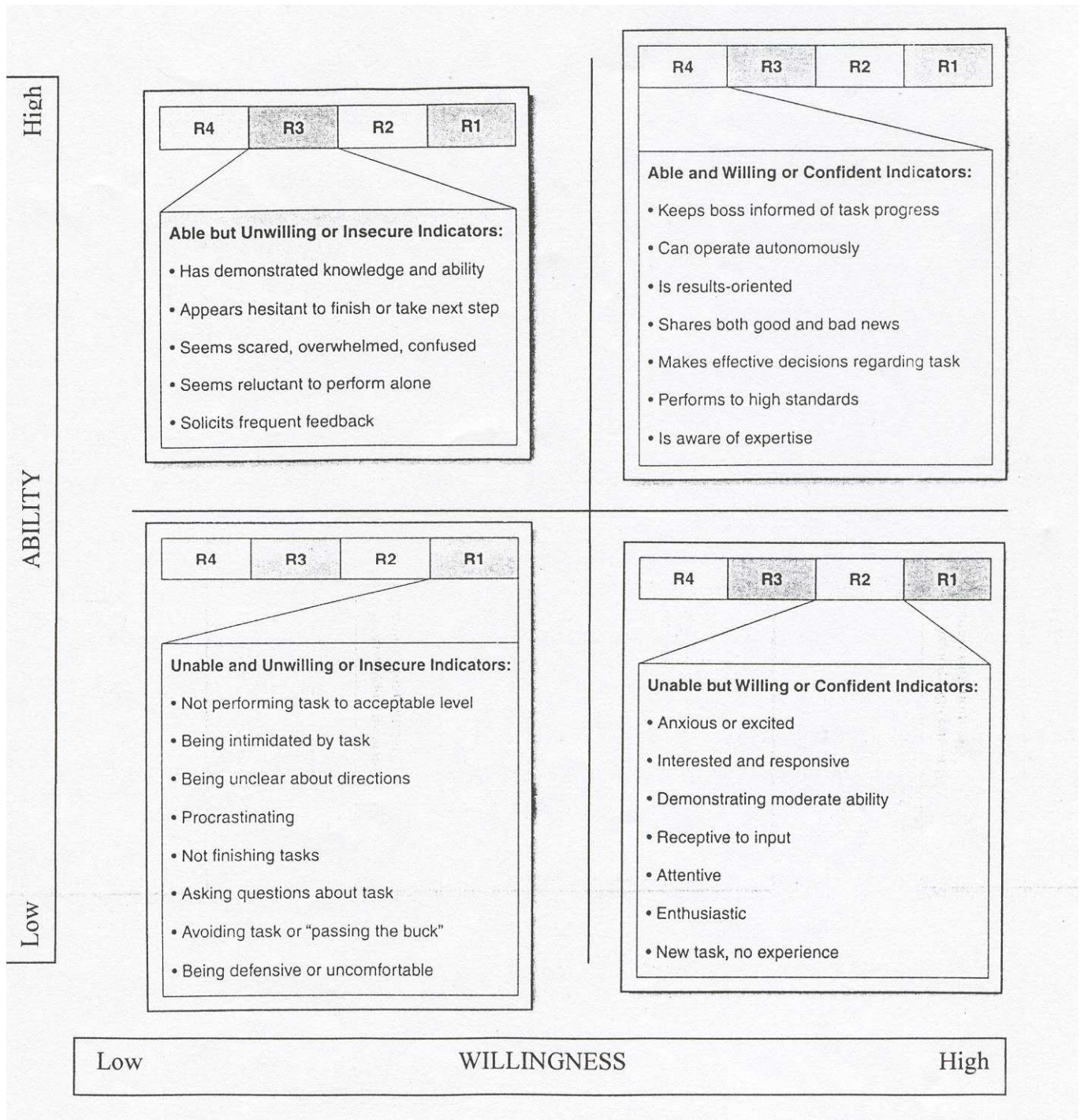


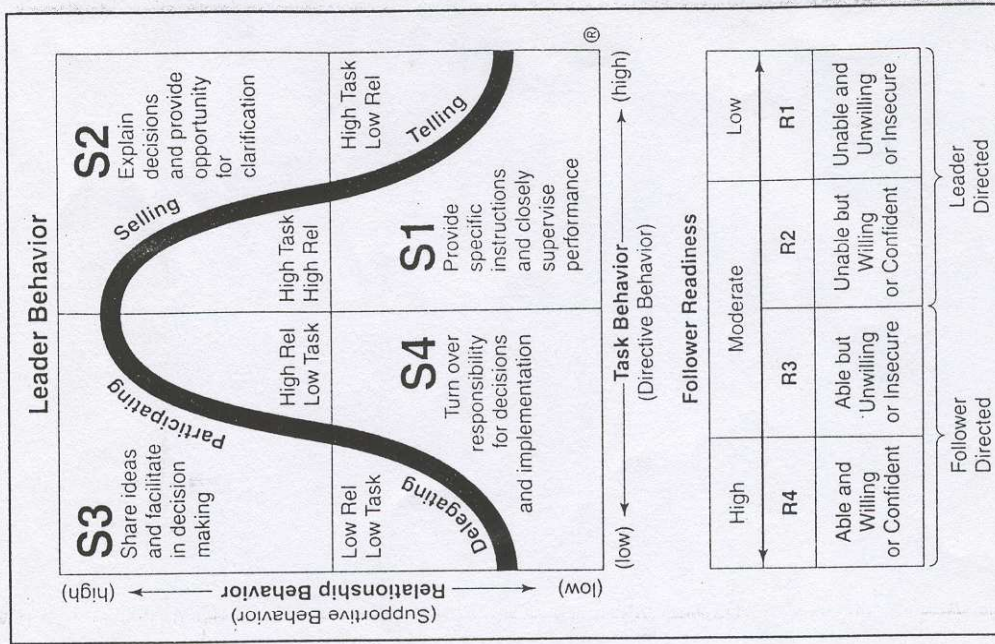
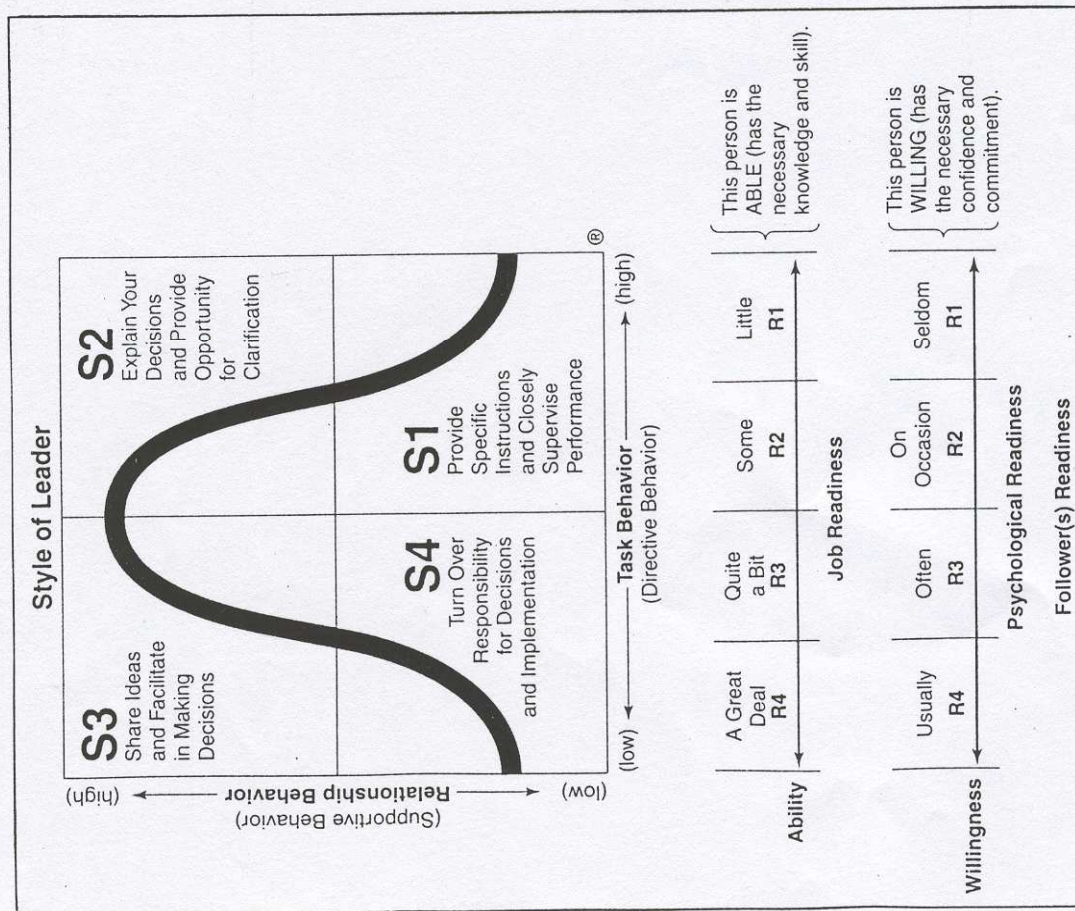
- readiness of the follower = the extent to which a follower demonstrates the ability and willingness to accomplish a specific task.
  - i. ability = knowledge, skills, experience
  - ii. willingness = confidence, commitment, motivation

Continuum of Follower Readiness

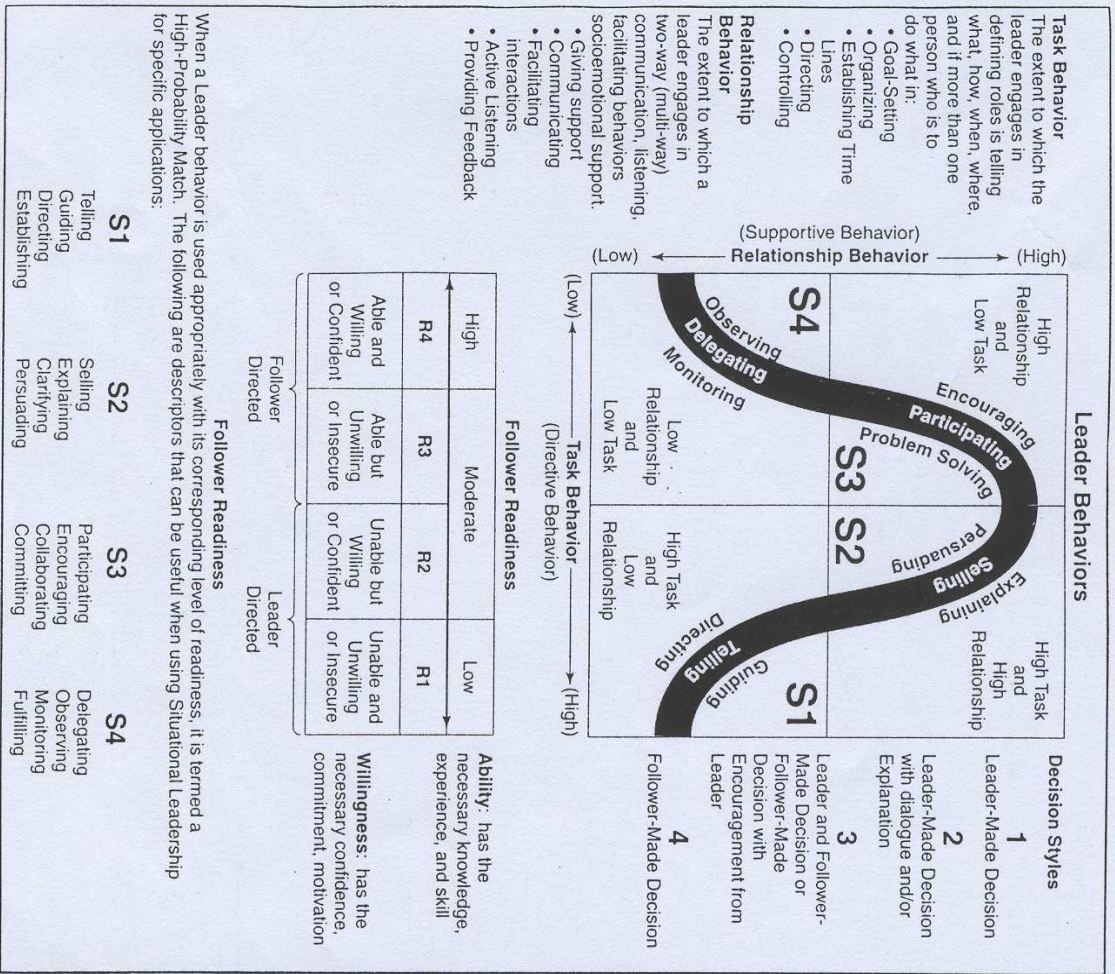
High	Moderate		Low
← R4	R3	R2	R1 →
Able and Willing or Confident	Able but Unwilling or Insecure	Unable but Willing or Confident	Unable and Unwilling or Insecure

Follower Readiness Behavioral Indicators





*Handwritten note:* "Task Behavior" (written vertically)



**Effective**

- Encourage input
- Actively listen
- Follower-made decisions
- Two-way communications and involvement
- Support risk-taking
- Compliment work
- Praise and build confidence

**Ineffective**

- Patronizing
- Encouraging
- Condescending
- Pacifying

**Effective**

- Providing who, what, when, where, how, and why
- Explain decisions and allow opportunity for clarification
- Two-way dialogue
- Leader-made decisions
- Explain follower's role
- Ask questions to clarify ability level
- Reinforce small improvements

**Ineffective**

- Manipulating
- Preaching
- Defending
- Rationalizing

**Effective**

- Delegating tasks
- Big picture
- Follower-made decisions
- Relatively light supervision
- Monitor activities
- Reinforce results
- Remain accessible

**Ineffective**

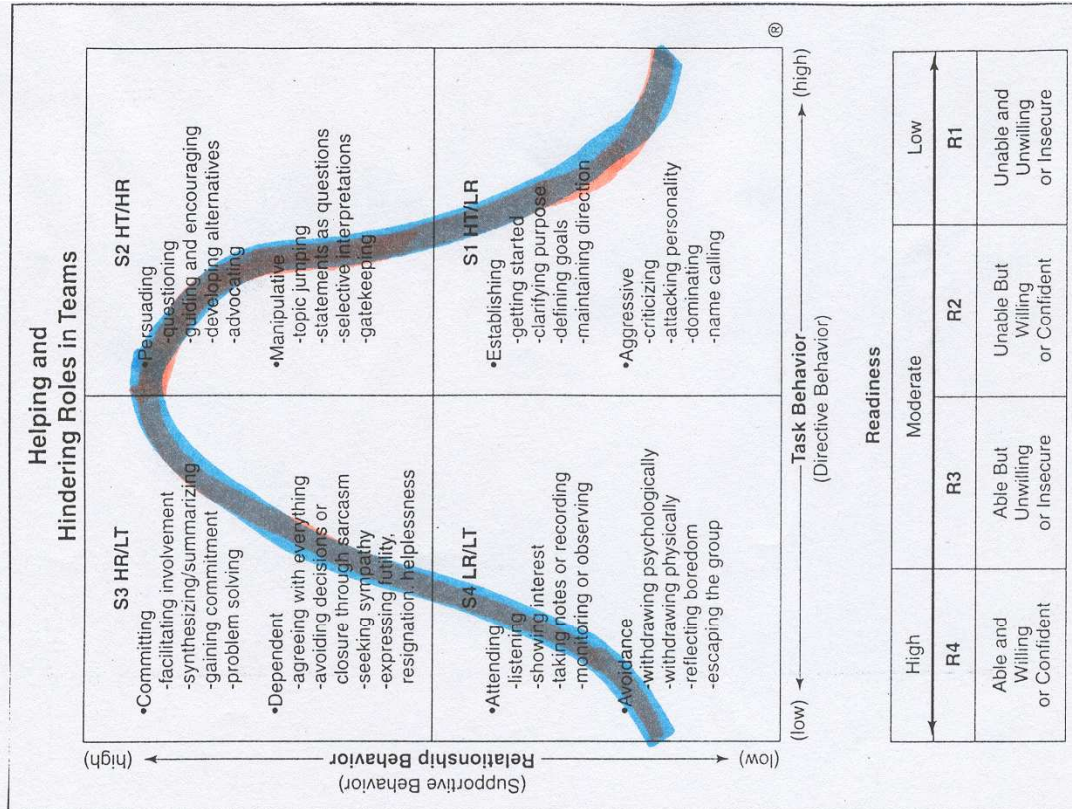
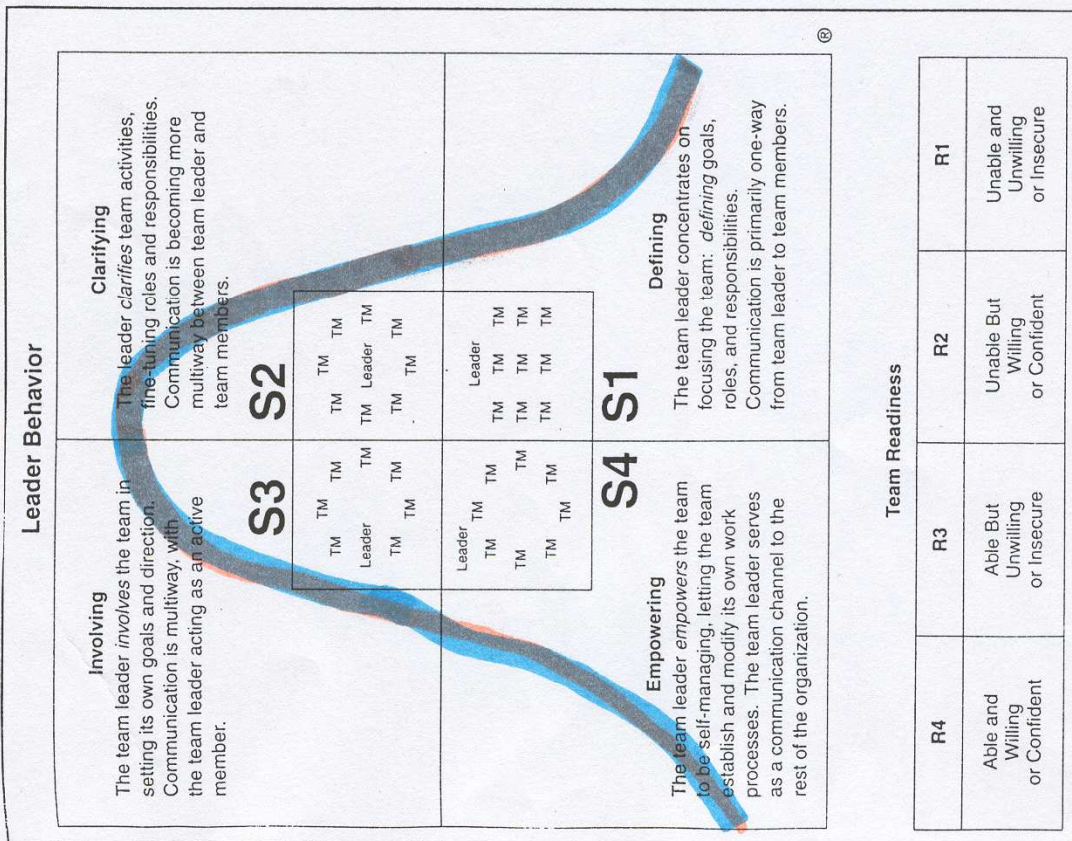
- Abandoning
- Dumping
- Avoiding
- Withdrawing

**Effective**

- Providing specifics—who, what, when, where, and how
- Role definition
- Predominantly one-way communications
- Leader-made decisions
- Close supervision and accountability
- Incremental instructions
- KISS—Keep it simple and specific

**Ineffective**

- Demanding
- Dominating
- Attacking



<b>R4</b>	<b>R3</b>	<b>R2</b>	<b>R1</b>
Able and Willing or Confident	Able and but Unwilling or Insecure	Unable But Willing or Confident	Unable and Unwilling or Insecure
Goal 	Goal 	Goal 	Goal 
<b>Perform</b>	<b>Norm</b>	<b>Storm</b>	<b>Form</b>
Functional Role-Relatedness "Self-Managing Team"	Team Cohesion	Intrateam Dissonance	Uncertain "Chaos"
Esprit Performance Synergy	Emergence Adjustment	Competence for Recognition and Influence	Need for Goal and Objective Definition
"As One"	"Coming Together"	"Coming Around"	"Pick-Up Sticks"

<b>Group Leadership</b> The Leader's Situational Role			
<b>R4</b>	<b>R3</b>	<b>R2</b>	<b>R1</b>
Leader	Involving Participating	Clarifying Selling	Leader
Empowering Delegating	Defining Telling		
M M M M	M M M M	M M M M	M M M M
M M M M	M M M M	M M M M	M M M M
M M M M	M M M M	M M M M	M M M M