Objectives

- To provide you with a framework for discussing your leadership experiences.
- To examine the challenges of leadership in the workplace.
- To examine how different leadership capacities are required to meet these challenges.
- To have the opportunity to discuss and debate different views of leadership.
- A greater awareness of individualised strategies to support people within a team.

Discussion guidelines

- Contribute your thinking.
- Question what you don’t understand.
- Listen to all ideas carefully, especially ones you don’t agree with.
- Use examples from your experience whenever possible.

What is leadership?

“Leadership is the most observed, least understood phenomena of human beings.”

James MacGregor Burns

A few leadership questions

- Can leadership be developed?
- How well does leadership from one area translate to another?
- What impact, if any, do our differences – age, culture, gender, disability – have on how we lead?
Central questions of leadership

“How makes leadership difficult?”

Central questions of leadership

How is Leadership different to management?

Central questions of leadership

“Which of the following people would you consider to be leaders?”

John Brumby, Cate Blanchet,
Dick Smith,
Kylie Minogue

Inspiration

• Think about a person whose leadership has been an inspiration to you personally. Write down a few notes about how you were inspired and how you changed.
• Discuss this person with another member of your class.

Leadership – A working definition

“Leadership is a force for change”

Leadership Theory

1. Trait Theory
2. Organisational Position
3. Situational Theory
4. Power
5. Vision
6. Ethics
7. Authenticity
1. Trait Theory

Assumptions
- Leaders are born, not made.
- There are traits that make us effective as leaders.

Description
- Based on psychological focus of the day – people inherit traits.
- Find people with these traits and they too could become great leaders.

Leadership development
- School 1: Identify natural leaders and put them in leadership positions and
give a course in followership to others.
- School 2: Develop what you're born with;
  Build on your strengths. Learn how to relate to others who are not leaders.

Trait Theory continued

Exercise:
- Refer back to your written description of a person who has served as an
  inspirational leader to you in your life.
- List their characteristics.
- Discuss with your class: born or developed?

2. Organisational Position

Assumptions
- Leadership is a function of position and role. The leaders' primary task is to organize resources
to get the work done.

Description
- Bureaucratic model. Skills and development for each vs.
  Team models. Flatten the hierarchy and use teams and networks to get the work done.

Organisational Position continued

Leadership Development
- School one: Teach skills at one level above the person's current level.
- School two: Train up work teams in team building skills to accomplish
tasks.

Organisational Position continued

When people are in positions of authority through means other than
merit, what impact does this have on an organization?

What have you seen done to address this issue in the past that has not
worked or that has worked?

3. Situational Theory

Characteristics:
- Leadership is not biological so it is teachable.
- The task of leadership is to match appropriate skills to situations;
styles must change with situation.

Schools:
- One person as a leader adapts a style for differing situations.
- Small group – leadership shifts from person to person with changes in
  situation; dynamic as well as situational.
Situational Theory continued

Leadership development

Train people to diagnose situations and apply the correct skills.

What would be examples of this?

4. Power

Characteristics

- Power is the currency of leadership.
- Leadership is the ability to translate intention into reality and to sustain it.

Schools

- School one: “Power over” People are motivated exclusively by self-interest. Source of power in money, divine right or control of resources.
- School two: “Power with” People are motivated by the collective good as well as self-interest. Source of power is empowering others.

Power continued

Leadership Development

- School one: Learn skills of persuasion, glibness, political strategising, manipulation, assessing opponents and devising strategies to defeat them.
- School two: Learn to listen to others, collaborate, and to compromise appropriately.

5. Vision

Characteristics

- Gives direction for human action
- Proactive/creative – “The best way to predict the future is to create it”

Schools

- School one: Rational/analytic. Scan current trends and make predictions, synthesis points.
- School two: Intuitive. Envision the future as the present. Access vision through other states of consciousness, such as imagination.

Vision continued

Leadership development

School one: Research and analytical skills. Develop skills of collaboration to work through trends with others.

School two: Intuitive development and practice, application to leadership situations.

6. Ethics

Leadership is not value neutral

School

- Interdependence, the leader must meet the needs of both leaders and followers.
- The leader raises themselves and followers to higher levels of consciousness and morality.
- The relationship to follower is subject/subject or peer, not subject/object.
Group Activity

What’s the purpose of values?
What are the differences between values, ethics and morals and are these differences significant when leading others?

Ethics continued

“Divorced from ethics, leadership is reduced to management and politics to mere technique”

- James MacGregor Burns

Ethics continued

Leadership Development

• Values clarification
• Leaders need to learn how to reach agreement concerning the appropriate ethical criteria to serve the broader good
• Followers must be brought into the process, not ignored or the subjects of clarity

Lying in Business

Is it ever OK to lie?
If you answered yes, why is it OK to lie in these situations?
Is withholding information the same as lying?
If someone has something to gain by lying, what percentage of people do you think would lie?

7. Authenticity

Characteristics:
• Leadership is about your being.
• Leadership must be caring, credible, trustworthy and sustainable.
• Connected intimately to the meaning and purpose we give to our lives as a whole.
• Leadership is someone courageous enough to call forth authentic action into the public sphere.

Leadership

Session review

What has been our learning outcomes from this session?
RMIT Student Leadership Program

Anthony Graham

Five minds of a team

- Managing self: reflective
- Managing organisations: analytic
- Managing context: worldly
- Managing relationships: collaborative
- Managing change: action

What's the greatest management principle?

- The things that get rewarded get done
- If you aren’t getting the results you want ask the magic question; ‘What’s being rewarded’?

Action: Who and how to reward

<table>
<thead>
<tr>
<th>Manage others</th>
<th>Manage your boss</th>
<th>Manage yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Choose the results you want</td>
<td>1. Inventory strengths and weaknesses</td>
<td>1. Choose a new habit</td>
</tr>
<tr>
<td>2. Identify the behavior needed</td>
<td>2. Build on strengths</td>
<td>2. Choose a fitting reward</td>
</tr>
<tr>
<td>3. Decide on the proper rewards</td>
<td>3. Decide how you want to change your bosses behavior</td>
<td>3. Practice the habit for 3 straight weeks</td>
</tr>
<tr>
<td>4. Use the power of positive feedback</td>
<td>4. Reward your boss for signs of positive change</td>
<td>4. Give yourself the reward, enjoy success and choose a new habit</td>
</tr>
<tr>
<td>5. Dispense rewards, enjoy success and set new goals</td>
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</tr>
</tbody>
</table>

If you’re the manager/ supervisor what can you offer?

Who we are:

Lou Iaquinto  lou.iaquinto@rmit.edu.au
Colleen Nash  colleen.nash@rmit.edu.au
Rewards

What are intrinsic motivators?

Motivating

Intrinsic motivators

• Are those that come from within the individual, and are related to the job itself and the satisfaction the person gets from the job or elements of the job situation.

• The availability of intrinsic motivators for Leaders is unlimited to pursue increased motivation of teams.

Intrinsic motivators

The 6 most dynamic intrinsic motivators are:

1. Power and autonomy
2. Direction
3. Purposeful and engaging work
4. Team belonging
5. Self esteem
6. Challenge and growth

To create a supportive team environment

1. Build task focused relationships
2. Build a feedback culture
3. Explain your purpose
4. Establish trust and credibility
5. Understand your team
6. Balance of power
7. Be-genuine

Managing feedback

• Understand the context
• Choose the right time and place
• Maintain the balance and openness

Positive feedback

BET
• B - Behavior
• Something we can SEE or HEAR them doing
• “I noticed what you were doing in the meeting was directing the conversation back to, this was very helpful”
• E - Effect
• “the effect that it had was to stop all the arguments and enabled everyone to refocus”
• T - Thank you
• “Thank you I really appreciate your effort, it turned into a really good meeting”
Constructive Feedback

BEERS
• B-Behavior-state the behavior
• E-Effect-what effect the behavior has
• E-Expectation-state the behavior you expect
• R-Result
• S-State the result of the behavior

“I am confident that you can address this and that we won’t have to discuss it again, however if it does will have to sit down and work out what whether you are coping with the role”

Feedback observation checklist

• Clear purpose in the feedback
• Balanced and open
• Genuine and safe atmosphere
• Right time and place
• Emotionally literate (controlling emotions)
• Behavior specifically described
• Immediate and accurate
• Personal, calm and direct
• Related to work objectives
• Effect of behavior on work objectives clearly defined
• Collegial
• Expectations stated
• Inviting reciprocal feedback

We have looked at situational leadership

A situational leader is one who changes their style depending on the person or people they are working with in particular situations and their skill level

1. Directing
2. Coaching
3. Supporting-support coaching
4. Delegating
5. Mentoring

Directing
• The leader provided specific instructions and closely supervises task accomplishment
• Identifies problem
• Sets goals and defines roles
• Develops action plans to solve problems
• Controls decision making about what, how, when and with whom
• Provides specific direction and engages in largely one way communication
• Initiates problem solving and decision making
• Announces solutions and decisions
• Supervises and evaluates the work of employees

Coaching
• The leader continues to direct and closely supervise task accomplishment, but also explains decisions, solicits suggestions and supports progress.
• Identifies problems
• Sets goals
• Develops action plans to solve problems then consults followers
• Explains decisions to employees and solicits ideas-two way communication is increased supports and praises initiative
• Makes final decisions about procedure and solutions after hearing follower’s ideas
• Continues to direct the employee’s work
• Evaluates the employees work

What is mentoring?
• A mentoring relationship is usually where one wiser and more experienced person assists another person to grow and learn.
• Do you remember in your working life when a senior or more experienced person helped you settle in a new job, made you aware of what to do, the politics or gave you some helpful advice on developing your career, if so you are aware of some of the benefits of a mentor
• Mentoring can be informal or structured
• When would you use mentoring?
Can you recognise any one?

**Direct**
- Positive qualities
- Negative qualities
- Outgoing
- Impatient, dominant, arrogant
- Direct
- Win/lose style-fighter
- Competitive
- Resists authority from others
- Leader
- Fears
- Confident
- Challenges to their authority
- Needs
- Slappy results from those they direct
- Results
- Authority
- Direct
- Challenges

**Influencing**
- Positive qualities
- Outgoing
- Sociable
- Sympathetic
- Catalyst
- Inattentive to detail
- Spokesperson
- Impulsive
- Catalyst
- Optimistic
- Sympathetic
- Catalyst
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- Optimistic
- Sympathetic

**Conscientious**
- Positive qualities
- Introspective
- Conscientious
- Sympathetic
- Needs
- Correctness
- High standards
- Quality work
- Negative qualities
- Fault finding
- Over-critical
- Defensive
- Fears
- Criticism of work & ideas
- Impeccable
- Not having things adequately explained
- Averts conflict

**Stabilising**
- Positive qualities
- Facilitator
- Introspective
- Team person
- Patient
- Diplomatic
- Easy going
- Needs
- Security
- Approval
- Acceptance
- Negative qualities
- Safety seeking
- Holds grudges
- Resists change, accommodator, hesitant, fence sitter
- Fears
- Competition
- Having to stand out as better or worse
- Conflict a compiler
- keep the peace

**Six Habits of emotionally literate people**

1. Label their feelings, rather than labeling people or situations
   - Using I statements
   - I feel disappointed…I feel frustrated
   - I feel frustrated… I feel satisfied

2. Distinguish between thoughts and feelings
   - Thoughts; I think that and it seems as if and I wonder…
   - Feelings: I feel….

3. Take responsibility for their feelings
   - I feel anxious vs you are making me anxious
   - Why do I feel like this?
   - How will you feel if I do this?
   - How will you feel if I don’t?

4. Use their feelings to work out how they think, the underlying dynamics of the situation and to make decisions
   - What do I feel like this?
   - How will you feel if I do this?
   - How will you feel if I don’t?

5. Show curiosity, empathy, acceptance and respect of other peoples feelings
   - They ask: how might you be feeling about this?
   - How will you feel if I do this?
   - How will you feel if I don’t?

6. Feel energised, not angry
   - They use what others call anger to help them feel energised to take productive action
Group Activity

- Most organisations today work in teams but not everyone is a good team player.
- Identify what personality characteristics might enhance a team’s performance and justify your choices?
- Identify what characteristics might hinder team performance and justify your choices?
- Is it better to have teams composed of individuals with similar or dissimilar traits?
- What role do values play in developing a team personality?

Leading and Managing

Session review

What has been our learning outcomes from this session?