

Leadership

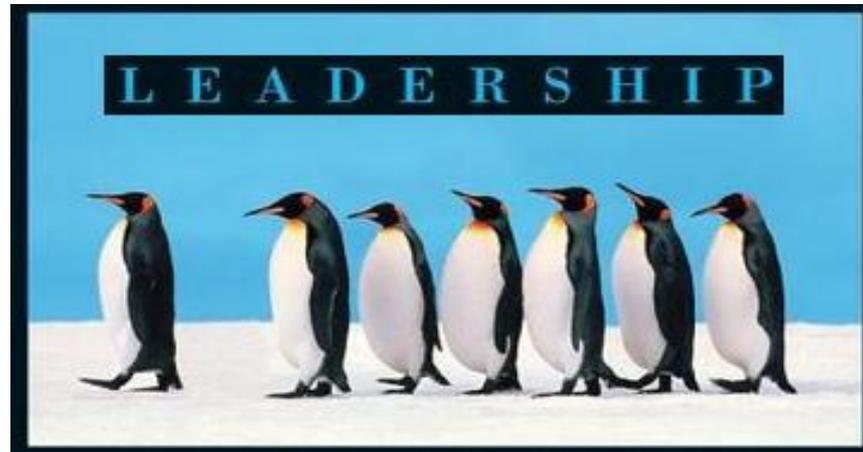
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- Leadership

- Enhancing the Lessons of Experience 8th Edition

- Richard L. Hughes, Robert C. Ginnett, and Gordy J. Curphy, McGraw Hill Education, New York, NY 2015

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Part Four: Focus on the Situation

2

- Chapter Sixteen: Skills for Optimizing Leadership as Situations Change
 - The following are skills appropriate to the last element of the interactional framework. These skills include relatively advanced leadership skills useful in various specific situational challenges:
 - Diagnosing Performance Problems in Individuals, Groups, and Organizations
 - Creating a Compelling Vision
 - Managing Conflict
 - Negotiation
 - Team Building at the Top
 - Punishment



Creating a Compelling Vision

3

- Many leaders struggle to provide a compelling description of how they add value; as a result they have difficulty getting anyone excited to become part of their groups. They cannot effectively articulate a clear and dynamic leadership vision.
- Yet many followers want to know where their team or group is going, how it intends to get there, and what they need to do to win.
 - ▣ A leader's vision can answer these questions, explain why change is necessary, and keep team members motivated and focused.



Creating a Compelling Vision



4

- People tend to get more involved when leaders extend communication beyond PowerPoint presentations or formal speeches and use stories, analogies, and personal experiences to paint compelling pictures of the future.
 - As such a leader's vision should be a personal statement that should help listeners answer the following questions:
 - Where is the team going, and how will it get there?
 - How does the team win, and how does it contribute to the broader organization's success?
 - How does the speaker define leadership?
 - What gets the speaker excited about being a leader?
 - What are the speaker's key values and expectations for the team?

Ideas: The Future Picture

5

- The idea component of a leader's vision begins with an honest assessment of the current situation facing the team.
 - Leaders need to clearly identify what the team is doing well, what it is not doing well, how it is performing compared to the competition, and what challenges it faces.
 - The future picture needs to describe the team's upcoming goals; the reputation it needs to have within the organization, among competitors, and with customers; and what strategies the team will pursue to achieve these outcomes.



Expectations: Values and Performance Standards

6

- A leader's vision also needs to clearly describe her or his expectations for team member behavior.
 - More specifically, what behaviors do leaders want team members to exhibit, and just as importantly, what behaviors will they not tolerate from team members?
 - ▢ A leader's expectations for team members are related to his values. Core values can be further developed with team members.
 - ▢ Leaders need to be role models for these core values, and hold members accountable for behaving in accordance with these operating principles.



Emotional Energy: The Power and Passion

7

- Emotional energy is the level of enthusiasm leaders use to convey the future vision and the team's operating principles.
 - If leader's are not excited about where the team is going and how it will get there, it will be difficult to get others to join the effort.
 - However, leaders who are excited still need to make sure this enthusiasm is clear in the delivery of their vision.
 - ▣ Emotional appeals make for compelling messages, and leaders should use a range of emotions when describing the future.



Edge: Stories, Analogies, and Metaphors

8

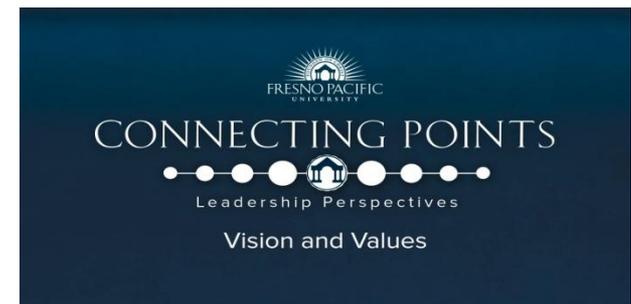
- Edge pertains to lessons of leadership learned through personal experience that are related to the team's future picture and core values.
 - Edge includes personal stories and examples that can help color a team's future picture.
 - Edge also includes stories that illustrate why some of the team's core values are so important.
 - Edge can also include slogans, analogies, and metaphors to help clarify and simplify where the team is going or what it stands for.
 - In general, the more personal the examples and the simpler the stories, the more likely leaders will leave an impression on members.

PERSONAL
EXPERIENCES

Components of a Leader's Vision

9

- Although ideas, expectations, emotional energy, and edge make up the key components of a leader's vision, some other leadership vision issues are worth noting.
 - The delivery of a leader's vision improves with practice.
 - The most compelling leadership visions are relatively short.
 - Leaders need to tie team events back to their vision and values.
 - Having a clear and compelling leadership vision should help answer the question, "Why should I work for you?"



Managing Conflict

10

- Conflict is an inevitable fact of life and leadership.
 - Researchers have found that supervisors/managers can spend more than 25 percent of their time dealing with conflict, and resolving conflict has been found to be an important factor in leadership effectiveness.
 - Successfully resolving conflicts will become an increasingly important skill as leadership and management practice moves away from authoritarian directives and toward cooperative approaches emphasizing rational persuasion, collaboration, compromise, and solutions of mutual gain.



What is Conflict?

12

- Because many conflicts are the result of misunderstandings and communication breakdowns, leaders can minimize the level of conflict within and between groups by improving their communication and listening skills, as well as, spending time with others.



What is Conflict?

13

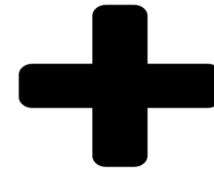
- It is necessary to describe several aspects of conflict that can have an impact on the resolution process.
 - The size of an issue, the extent to which parties define the problem egocentrically (how much personally invested), and the existence of hidden agendas can all affect the process.
 - Seeing a conflict situation in win-lose or either-or terms restricts the perceived possible outcomes to either total satisfaction or total frustration.
 - Seeing a conflict as a zero-sum situation, one in which intermediate degrees of satisfaction are possible, but increases in one party's satisfaction inherently decreases the other party's satisfaction, and vice-versa can have an adverse effect.
 - Finally, parties may perceive a conflict as un-resolvable, in which neither party gains at the expense of the other, but continues to perceive the other as an obstacle to satisfaction.

Impact

Is Conflict Always Bad?

14

- Some level of conflict may help bolster innovation and performance. Various possible positive and negative effects of conflict, include:



- Positive Effects of Conflict

- ▣ Increased Effort – Feelings Get Aired – Better Understanding of Others – Impetus for Change – Better Decision Making – Key Issues Surface – Critical Thinking Stimulated

- Negative Effects of Conflict



- ▣ Reduced Productivity – Decreased Communication – Negative Feelings – Stress – Poorer Decision Making – Decreased Cooperation – Political Backstabbing

Is Conflict Always Bad?

15

- Conflict can cause a radical change in political power, as well as, dramatic changes in organizational structure and design, group cohesiveness, and group or organizational effectiveness.
- Nevertheless, it is important to realize that this current conceptualization of conflict is still somewhat limited in scope.
 - ▣ For example, increasing the level of conflict within a group or team may enhance immediate overall performance but may also have a disastrous effect on organizational climate and turnover.



Conflict Resolution Strategies

5

16

- In addition to spending time understanding and clarifying positions, separating people from the problem, and focusing on interests, leaders can use five strategies or approaches to resolve conflicts.
 - Perhaps the best way to differentiate between these strategies is to think of conflict resolution in terms of two independent dimensions: (1) cooperativeness vs. uncooperativeness, and (2) assertiveness vs. unassertiveness.
 - ▣ Parties in conflict vary in their commitment to satisfy the other's concerns, but they also vary in the extent to which they assertively stand up for their own concerns.

Conflict Resolution Strategies

5

17

1. Competition

- Reflects a desire to achieve one's own ends at the expense of someone else. This is domination, also known as win-lose.

2. Accommodation

- Reflects a mirror image of competition – entirely giving in to someone else's concerns without making any effort to achieve one's own ends. This is a tactic of appeasement.

3. Sharing

- An approach that represents a compromise between domination and appeasement. Both parties give up something, yet both parties get something. Both parties are moderately, but incompletely, satisfied.

4. Collaboration

- Reflects an effort to fully satisfy both parties. This is a problem-solving approach that requires the integration of each party's concerns.

5. Avoidance

- Involves indifference to the concerns of both parties. It reflects a withdrawal from or neglect of any party's interests.

Situations in Which to Use the 5 Approaches to Conflict Management

18

● 1. Competing

- When quick, decisive action is vital – such as, emergencies.
- On important issues where unpopular actions need implementing – cost cutting, enforcing unpopular rules, discipline.
- On issues vital to company welfare when you know you're right.
- Against people who take advantage of noncompetitive behavior.



Situations in Which to Use the 5 Approaches to Conflict Management

19

● 2. Accommodating

- When you find you are wrong – to allow a better position to be heard, to learn, and to show your reasonableness.
- When issues are more important to others than yourself – to satisfy others and maintain cooperation.
- To build social credits for later issues.
- To minimize loss when you are outmatched and losing.
- When harmony and stability are especially important.
- To allow subordinates to develop by learning from mistakes.



Situations in Which to Use the 5 Approaches to Conflict Management

20

● 3. Compromising

- When goals are important, but not worth the effort or potential disruption of more assertive modes.
- When opponents with equal power are committed to mutually exclusive goals.
- To achieve temporary settlements of complex issues.
- To arrive at expedient solutions under time pressure.
- As a backup when collaboration or competition is unsuccessful.



Situations in Which to Use the 5 Approaches to Conflict Management

21

● 4. Collaboration

- To find an integrative solution when both sets of concerns are too important to be compromised.
- When your objective is to learn.
- To merge insights from people with different perspectives.
- To gain commitment by incorporating concerns into a consensus.
- To work through feelings that have interfered with a relationship.



Situations in Which to Use the 5 Approaches to Conflict Management

22

● 5. Avoiding

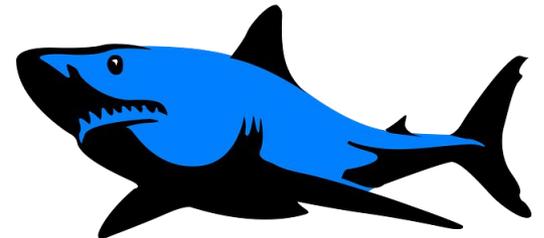
- When an issue is trivial or more important issues are pressing.
- When you perceive no chance of satisfying your concerns.
- When potential disruption outweighs the benefits of resolution.
- To let people cool down and regain perspective.
- When gathering information supersedes immediate decisions.
- When others can resolve the conflict more effectively.
- When issues seem tangential to or symptomatic of other issues.



Shark Analogy

23

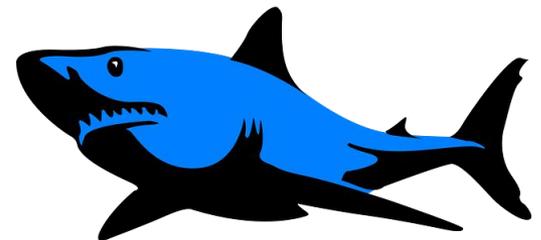
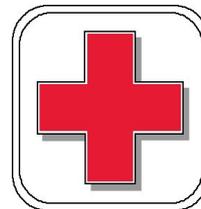
- The following rules for interacting with the sharks of the sea serve as useful analogies for interacting with the sharks of everyday life.
 - 1. Assume any unidentified fish is a shark.
 - Just because a fish may be acting in a docile manner does not mean it is not a shark. The real test is how it will act when blood is in the water.



Shark Analogy

24

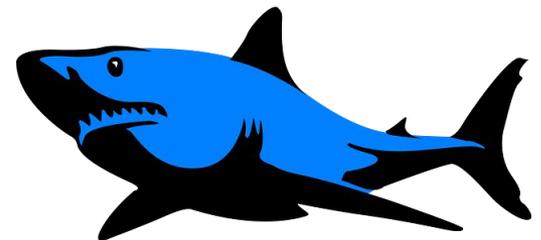
- The following rules for interacting with the sharks of the sea serve as useful analogies for interacting with the sharks of everyday life.
 - 2. Don't bleed.
 - ▣ Bleeding will prompt even more aggressive behavior and the involvement of even more sharks. Of course, it is not easy to keep from bleeding when injured. Those who cannot do so are advised not to swim with sharks at all.



Shark Analogy

25

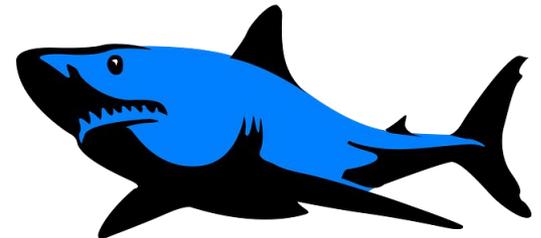
- The following rules for interacting with the sharks of the sea serve as useful analogies for interacting with the sharks of everyday life.
 - 3. Confront aggression quickly.
 - ▣ Sharks usually give warning before attacking a swimmer. Swimmers should watch for indications an attack is imminent and take prompt counteraction. A blow to the nose is often appropriate because it shows you understand the shark's intentions and will respond in kind.
 - ▣ Ingratiation will cause loss of limb.



Shark Analogy

26

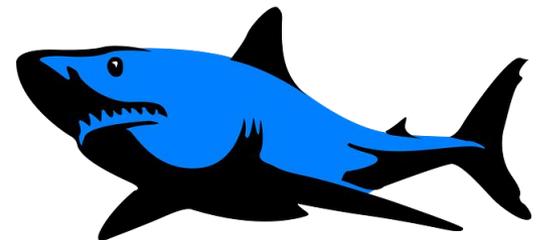
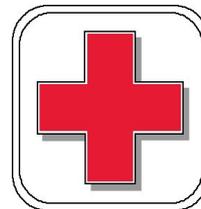
- The following rules for interacting with the sharks of the sea serve as useful analogies for interacting with the sharks of everyday life.
 - 4. Get out of the water if anyone starts bleeding.
 - Previously docile sharks may begin attacking if blood is in the water. Their behavior can become so irrational, even including attacking themselves, that it is safest to remove yourself entirely from the situation.



Shark Analogy

27

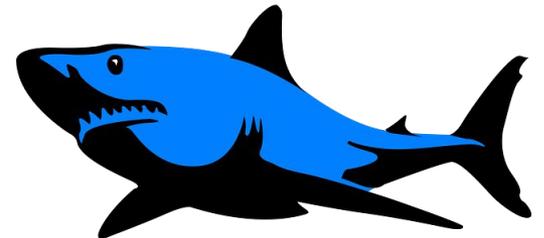
- The following rules for interacting with the sharks of the sea serve as useful analogies for interacting with the sharks of everyday life.
 - 5. Create dissention among the attackers.
 - Sharks are self-centered and rarely act in an organized fashion with other sharks. This significantly reduces the risk of swimming with sharks. Every now and then, however, sharks may launch a coordinated attack. The best strategy then is to create internal dissension among them because they are already prone to it.



Shark Analogy

28

- The following rules for interacting with the sharks of the sea serve as useful analogies for interacting with the sharks of everyday life.
 - 6. Never divert a shark toward another swimmer.
 - ▣ Please observe this final item of swimming etiquette!.



Negotiation

29

- Negotiation is an approach that may help resolve some conflicts.
 - The following negotiation tips, from Fisher and Ury, include:
 1. Taking the time to prepare for a negotiating session;
 2. Keeping the people and problems separate; and
 3. Focusing on interests rather than positions.



1. Prepare for the Negotiation

30

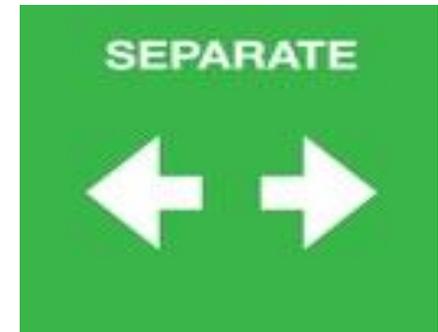
- To successfully resolve conflicts, leaders may need to spend considerable time preparing for a negotiating session.
 - Leaders should anticipate each side's key concerns and issues, attitudes, possible negotiating strategies, and goals.



2. Separate the People from the Problem

31

- Because all negotiations involve substantive issues and relationships between negotiators, it is easy for these parts to become entangled.
 - When that happens, parties may inadvertently treat the people and the problem as though they were the same.
 - Personally attacking the other party may make the conflict even more difficult to resolve, particularly since the genesis of the issue and/or the decision may be out of their hands.



Separate the People from the Problem (Cont.)

32

- Leaders should not let their fears color the perceptions of each side's intention.
 - It is easy to attribute negative qualities to others when we feel threatened.
- Similarly, it does no good to blame the other side for our own problems.
 - Even if this is justified it is counter-productive.

The opinion which
other people have
of you is their
problem, not yours.

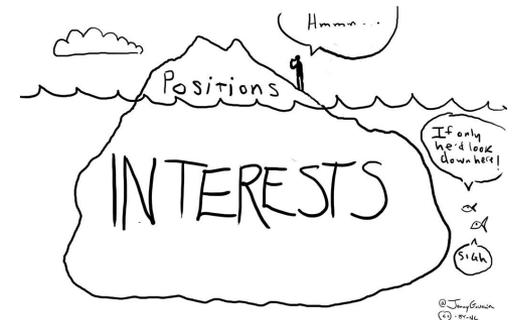
-Elisabeth Kubler-Ross

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3. Focus on Interests, Not Positions

33

- Focusing on interests depends on understanding the difference between interests and positions.
 - In negotiating, it is much more constructive to satisfy interests than to fight over positions.
 - For example, if Frankie has the same reserved seat at the Red Sox during each home game, but was notified that he would no longer get his usual reserved seat. He could become upset and demand the same seat as always (position) or accept an alternative seat that is just as satisfactory (interest).



Diagnosing Performance Problems in Individuals, Groups, and Organizations

34

- In many ways leaders will be only as effective as the followers and teams they lead. And, one of the most difficult issues leaders will face is managing individuals or teams that are not performing up to expectations.
 - What makes this even more difficult is that although the lack of performance may be obvious, the reasons for it may not.



Diagnosing Performance Problems in Individuals, Groups, and Organizations

35

- Unfortunately, many leaders do not have a model or a framework for diagnosing performance problems at work, and as a result many do a poor job of dealing with problem performers.
 - The following Model of Performance gives leaders a pragmatic framework for understanding why a follower or team may not be performing up to expectations and what the leader can do to improve the situation.

Performance = (Expectations X Capabilities X Opportunities X Motivation)



1. Expectations

36

- Performance problems often occur because individuals or groups do not understand what they are supposed to do.
 - It is the leader's responsibility to ensure that followers understand their roles, goals, performance standards, and the key metrics for determining success.



2. Capabilities

37

- Just because followers understand what they are supposed to do does not necessarily mean they can do it.
- Sometimes followers and teams lack the capabilities needed to achieve a goal or to perform above expectations.
 - Ability and skills are the two components that make up capabilities.
 - Ability is really another name for raw talent, and includes such individual variables as athleticism, intelligence, creativity, and personality traits.
 - Skills consist of a well-defined body of knowledge and a set of related behaviors.

Very
capable



Accomplished



3. Opportunities

38

- Performance can also be limited when followers lack the resources needed to get the job done.
- At other times followers may lack the opportunity to demonstrate acquired skills.
 - Leaders must ensure that followers and teams have the needed equipment, financial resources, and opportunities to exhibit their skills if they want to eliminate this constraint on performance.

Opportunity

4. Motivation

39

- Many performance problems can be attributed to a lack of motivation. The critical issue here is whether followers or groups choose to perform or exhibit the level of effort necessary to accomplish a task.
 - If this occurs, the leader should first try to learn why people are unmotivated.
 - The tasks may involve risks the leader is unaware of.
 - Followers may run out of steam to perform the task.
 - There may be few consequences for superior or unsatisfactory performance.



Motivation (Cont.)

40

- Leaders have several options to resolve motivation problems in followers and teams.
 - They can select followers who have higher levels of achievement or intrinsic motivation for the task.
 - They can set clear goals or do a better job of providing performance feedback.
 - They can reallocate work across the team or redesign the tasks to improve skill variety, task significance, and task identity.
 - They can restructure rewards and punishments so they are more closely linked to performance levels.



Performance Model

41

- The Performance Model addresses only follower, group, and organizational performance.
 - Leaders need to remember that there are other desirable outcomes, too, such as organizational climate and job satisfaction, and that actions to increase performance (especially in the short term) may adversely impact these other desirable outcomes.



from NPR® NEWS

Team Building at the Top



42

- Executive teams are different. In fact, many top leadership challenges do not require teamwork at all.
 - The real trick for executive teams is to be able to apply both the technical individual skills that probably got the individuals to the team and the skills required for high-performance teamwork when a team situation presents itself.
 - There are two critical requirements if this is to work.
 - Leaders must have the diagnostic skills to discern whether a challenge involves an individual situation or a team situation.
 - Leaders must “stay the course” when a team situation is present.

Executive Team Lessons

43

- Leaders at the executive level have important lessons to learn about team building at the top. To be more effective, leaders at this level need to:
 1. Call performing unit a team, but manage members as individuals.
 2. Achieve a proper balance of managerial and team authority.
 3. Assemble a large group of people, tell them in general terms what needs to be accomplished, and let them “work out the details.”
 4. Specify challenging team objectives, but limit org. supports.
 5. Assume that members already have the competence they need to work well as a team.



Punishment

44

- In an ideal world, perhaps everyone would be dependable, achievement oriented, and committed to their organization's goals.
- However, leaders sometimes must deal with followers who are openly hostile or insubordinate, create conflicts among co-workers, do not work up to standards, or openly violate important rules or policies.
 - ▣ In such cases, leaders may need to administer punishment to change the followers' behavior.



Punishment

45

- Punishment is the administration of an aversive event or the withdrawal of a positive event or stimulus, which in turn decreases the likelihood that a particular behavior will be repeated. When properly administered, punishment:
 - Does not cause undesirable emotional side effects, is not unethical, and may effectively suppress undesirable behavior.
 - Does not adversely affect follower satisfaction and performance.
 - Can clarify roles and expectations and reduce ambiguity.
 - Can reduce absenteeism and tardiness rates.
 - Can enhance performance.



Failure to Punish

46

- Failing to use punishment when it seems called for in most follower's eyes may lead to perceptions of inequity, which may in turn reduce group cohesiveness and satisfaction.



Administering Punishment

47

- Usually leaders administer punishment to rectify some type of behavioral or performance problem at work. However, not every behavior or performance problem is punished, and leaders probably weigh several different factors before deciding whether to administer punishment.
- Attribution theory maintains that leaders weigh three factors when making internal or external attributions about follower's substandard performance.



Attribution Theory in Punishment

48

- Leaders would be more likely to make an internal attribution about a follower's substandard performance, and administer punishment, (1) if the follower had previously completed the task before, (2) if other followers had successfully completed the task, and (3) if the follower had successfully completed other tasks in the past.
- Moreover, it was found that leaders were biased toward making internal attributions about followers' poor performance (fundamental attribution error) and thus more likely to use punishment to modify a follower's behavior.

Cognitive Bias



Attribution Theory in Punishment

49

- Because leaders are biased toward making internal attributions about followers' substandard performance, leaders can administer punishment more effectively by being aware of this bias and getting as many facts as possible before deciding to administer punishment.
- Leaders also can improve the manner or skill with which they administer punishment by using certain tips, such as, that punishment is administered most effectively when it focuses on the act, not the person.
 - By focusing on specific behaviors, leaders minimize the threat to followers' self-concepts. Also, punishment need to be consistent across both behaviors and leaders; the same actions need to have the same consequences across work groups.



The End

...IS JUST A NEW
BEGINNING

THE
END
IS
JUST
A
NEW
BEGINNING

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