Being a Leader

- Leadership is a
  - Trait - some people have it and some people don't
  - Ability - if you are capable of leading. John Wooden's four laws of learning are: Explanation, Demonstration, Imitation, Repetition
  - Skill - develop competencies to accomplish a task
  - Behavior - behaviors can be observed (task or process behaviors)
  - Relationship - centers on communication between leaders and followers rather than qualities
  - Influence Process - a process whereby an individual influences a group of individuals to achieve a common goal.

- Positive Leadership Attributes:
  - Trustworthy, foresighted, positive, builds confidence, intelligent, win-win problem solver, administratively skilled, excellence oriented, just, plans ahead, dynamic, motivational, decisive, communicative, coordinator, honest, encouraging, motivator, dependable, effective bargainer, informed, team builder

- Negative Leadership Attributes:
  - Loner, irritable, ruthless, asocial, nonexplicit, dictatorial, non-cooperative, egocentric

- Case Study - King of the Hill - analyze swim coach

Recognizing Your Traits

- Effective Leaders Exhibit:
  - Intelligence, Confidence, Charisma, Determination, Sociability, Integrity

- Exercise: Look at/talk about leadership characteristics of known leaders

- Case Study - An Emerging Leader - Nature v Nurture

Recognizing Your Philosophy and Leadership Style

- McGregor’s Leadership Theories
- Authoritarian - Theory X Assumptions
  - The average person dislikes it and will avoid it if possible.
  - Because people dislike work they need to be directed, controlled and sometimes threatened with punishment or reminded of rewards to make them work.
The average person prefers to be directed, wishes to avoid responsibility, has little ambition, and wants security more than choice.

- Democratic/Lassiez Faire - Theory Y Assumptions
  - The average person does not inherently dislike work. Doing work is as natural as play.
  - People will show responsibility and self-control toward goals to which they are committed.
  - In the proper environment, the average person learns to accept and seek responsibility.

- Case Study - Lighten Up Mary

**Attending to Tasks and Relationships**

- Do you prefer getting things done or the process of relating to people?
- Task Oriented - Goal oriented people who make lists and like to check things off
  - Task Leadership - initiating structure, production orientation, concern for production
- Relationship Oriented - Finds meaning in being rather than doing.
  - Relationship Leadership - consideration behavior, employee orientation, concern for people
- Find a Balance to be what your followers need.
- Case Study - From Two to One - whose leadership styles do you prefer.

**Developing Leadership Skills**

- Administrative Skills - Managing people, managing resources, showing technical competence.
- Interpersonal Skills - Being socially perceptive, showing emotional intelligence, handling conflict.
- Conceptual Skills - Problem solving (identify problem, generate alternative solutions, selecting the best solution, implement the solution) Strategic planning (capacity to adapt), Creating Vision (create a picture of the future)
- Case Study - Why Twitter's CEO demoted himself

**Creating a Vision**

- Create a mental model of an ideal future state and offer a picture of what could be.
- A Picture - of the future that is better than the status quo
- A Change - moving the group towards something more positive.
- Values - ideas, beliefs, and modes of action that people find worthwhile or desirable
- A Map - laid out path to follow so that people know whether they are on or off track
- A Challenge - transcend the status quo to do something to benefit yourselves or others. Commitment to worthwhile causes.
Case Study - The Promise of the Pink Ribbon

Setting the Tone
- Leaders Set the Tone by doing certain things.
  - Provide Structure - communicate goals, assignments, responsibilities so that the group has a common direction
  - Clarify Norms - rules of behaviors must be established and respected by all group members.
  - Build Cohesiveness - create participation, interaction, membership, positive feelings, influence, conforming to norms, group goals
  - Promote Standards of Excellence - benchmarks/expectations for group members.
  - Giving Constructive Feedback - address behaviors, specifically describe observations, use "I" language, give the feedback in calm unemotional language, check to ensure clear communication has occurred.
  - Require Results. Review Results. Reward Results

Case Study - A Tale of Two Classes

Handling Conflict
- Content Conflicts and Relational Conflicts
  - Content Conflicts
    - Conflict regarding beliefs and values - communicate about different values and requires interpersonal communication about how their differing values affect the relationship
    - Conflict regarding goals - procedural conflict (about how to reach the goal) and substantive conflict (what the goal should be)
  - Relational Conflicts
    - Issues of self esteem - people want to feel significant, useful and worthwhile. Recognize peoples talents regularly.
    - Issues of control - who has control and who takes responsibility.
  - Principled Negotiation - separate the people from the problem, focus on interests not positions, invent options for mutual gains, insist on using objective criteria
  - Communication Strategies for Conflict Resolution - differentiation (talking about differences), Fractionation (break large conflicts down into smaller more manageable ones), and Face Saving (establish how you want to be seen by others.
  - Conflict Styles - avoidance, competition, accommodation, compromise,

Case Study - Conflict With My Father

Overcoming Obstacles
- Unclear Goals - clarify goals
- Unclear Directions - define the path to the goal by giving clear directions that aren't vague, confusing, rambling, imprecise, or incomplete.
- Low Motivation - help others feel competent, help other get what they expect, help others value what they do.
• Complex Tasks - To increase productivity you must be directive and give others instruction (what is expected of them) how it is to be done and a timeline for completion.
• Simple Tasks - Adopt a supportive style.
• Low Involvement - encourage contributions from people, use a participative style to express openness and create synergy.
• Lack of Challenge - be achievement oriented and create goals that match abilities.
• Case Study - Hard Lessons

Ethics in Leadership
• Character - qualities, values, disposition.
• Actions - how do you accomplish your goals? (respect, service of others, justice)
• Goals - are you pursuing just and worthy goals?
• Honesty - telling the truth means representing reality in the right way.
• Power - Five bases - Referent (followers like you), Expert (competence respected), Legitimate (formal authority), Reward (capacity to benefit others), Coercive (ability to penalize or punish)
• Values - ideas, beliefs and modes of action that people find worthwhile or desirable. Ethical (kindness, altruism), Modal (responsibility, accountability), End (justice, community)
• Case Study - Scandal on a Conservative Campus