Leadership Overview
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Course: *MGT 340*
Title: Management of Emerging Technologies (3 units)

"Leaders must encourage their organizations to dance to music yet to be heard."

"Leadership is the capacity to translate vision into reality."

"People who cannot invent and reinvent themselves must be content with borrowed postures, secondhand ideas, [and] fitting in instead of standing out."
---Warren Bennis (1925-2014)

Purpose

Management of Emerging Technologies is the central topic and focus of MGT 340. However, the elements of leadership are intertwined in this topic, often in subtle ways. The purpose of this document is help MGT 340 students understand leadership, especially in the context of technology. This document is a compilation of some of the best thinking in the area of leadership. Some of it may be review, and some of it may be new.

Contents

Emotional Intelligence

Emotional Intelligence builds upon Cognitive Intelligence to lead to success.

Self-Awareness
(ability to understand one's own emotions and moods, and their impact on self and others)

Self-Management (or Self-Regulation)
(ability to think before acting and control otherwise disruptive impulses)

Motivation (or Persistence)
(willingness to work hard for reasons other than money and status)

Social-Awareness (or Empathy)
(ability to understand the emotions of others, and to relate to them more effectively)

Relationship Management (or Social Skills)
(ability to establish rapport with others, and build social capital through relationships and social networks)

Power

Power is the capacity to influence the conduct or behavior of another individual.

- **Position** Power (based on things managers can offer or impart to others)

  o *Legitimate* (ability to influence through authority)

  o *Reward* (ability to influence through rewards)

  o Coercive (ability to influence through punishment)

- **Personal** Power (based on how managers are viewed by others; unique qualities)

  o *Expert* (ability to influence through special skills, knowledge, or reputation)

  o *Information/Networks* (ability to influence through access to information or contacts to other people)

  o *Referent* (ability to influence through identification of charisma or interpersonal attractiveness)

Leadership **Traits**

Leadership Traits are demonstrated, visible, and recurring abilities.

Drive
> (successful leaders have high energy, display initiative, and are tenacious)

Self-Confidence
> (successful leaders trust themselves and confidence in their abilities)

Creativity
> (Successful leaders are creative and original in their thinking)

Cognitive Ability
> (successful leaders have the ability to integrate and interpret information)

Job-Relevant Knowledge
> (successful leaders know their industry and its technical foundations)

Motivation
> (successful leaders enjoy influencing others to achieve shared goals)

Flexibility
> (successful leaders adapt to fit the needs of followers and the demands of situations)

Honesty and Integrity
> (successful leaders are trustworthy, honest, predictable, and dependable)\

Leadership **Attributes**

Leadership Attributes are personal characteristics that build Leadership Traits.

Compassion	(care and respect for others)
Conscientiousness	(awareness of others' behaviors)
Forgiveness	(stop feeling anger or placing blame)
Gratitude	(expressing appreciation and thankfulness)
Grit	(passionate perseverance to achieve long-term goals)
Humility	(genuinely asking for help when needed)
Hypo-Egoic	(heightened self-awareness and reducing ego impact)
Mindfulness	(awareness of present experiences and complexity)
Openness	(experience fun, elation, and delight)
Wisdom	(ability to make principle-based decisions)

Leadership Communication Skills

Leaders are often—but not always—senior executives with organization-wide responsibility. Top managers and senior executives excel at *leadership* skills related to strategy, vision, change, complex problem resolution, and long-term goals.

When one peels off the layer of executive-level skills, one finds that an "executive" is really more of a *perspective* than a *title*. Even a volunteer in a non-for-profit organization or a minimum-wage employee can take an executive perspective with 1), the proper support from a manager, 2), continuing educational growth, and 3), deep reflections on organizational experience. Shrewd students learn this now.
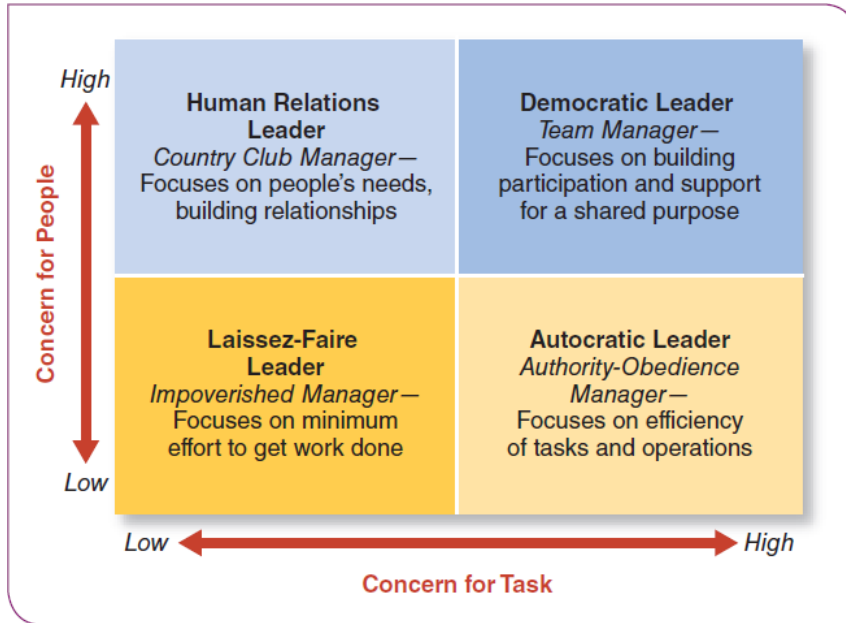
The material on these pages was excerpted and adapted from the following source:

Conrad, D., and Newberry, R. (2012), "Identification and Instruction of Important Business Communication Skills for Graduate Business Education", *Journal of Education for Business*, 87, 112-120.

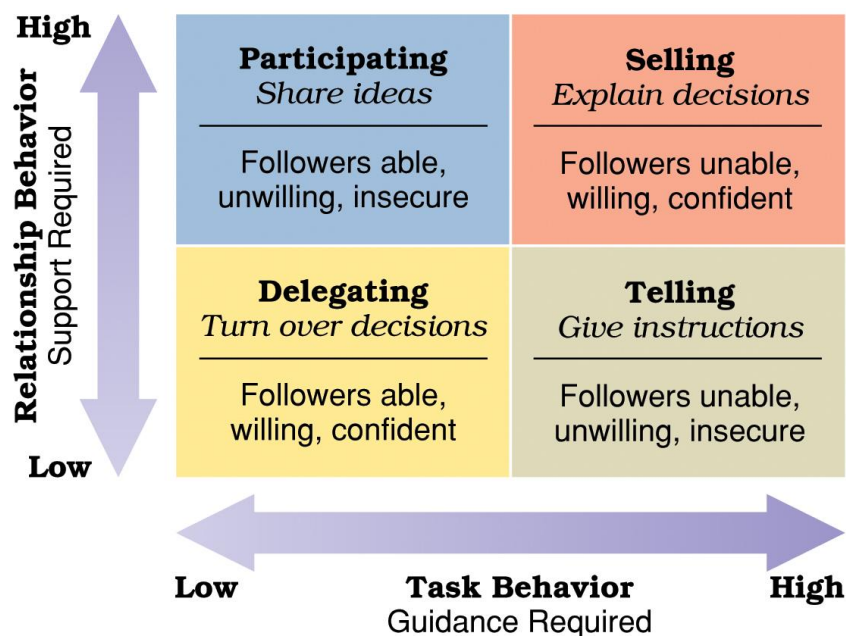| #	Skill Summary	Skill Detail
1	Arousing enthusiasm	The ability to inspire a whole-hearted devotion to an ideal cause, study or pursuit, or merely being visibly excited about what one's doing.
2	Being a change catalyst	The ability to initiate change through providing information to employees that will convince them of why a change in necessary and will compel them to embrace it.
3	Creating group synergy	The ability to compel organizational members to interact and produce a joint effect that is greater than the sum of the members acting alone.
4	Building team bonds	The ability to establish team cohesiveness, which is the extent to which members stick together and remain united in the pursuit of a common goal.
5	Expressing encouragement	The ability to provide support and confidence, raising or increasing an individual's self-esteem and confidence to make choices and decisions.
6	Providing motivation	The ability to move a person or group toward desired goals by increasing his or her willingness to exert effort and energy to achieve the goals.
7	Being persuasive	The ability to guide people toward the adoption of an idea, attitude, or action by rational and logical means relying on appeals rather than coercion.
8	Building optimism	The ability to create a disposition or tendency to look on the more favorable side of events or conditions and to expect that most favorable outcome despite obstacles and setbacks.

"Classic" Leadership Styles

Classic Leadership Styles are ones derived primarily from the preferences and needs of a *leader*.

Concern for People (High / Low) vs **Concern for Task** (Low / High)

- **Human Relations Leader** — *Country Club Manager*—Focuses on people's needs, building relationships
- **Democratic Leader** — *Team Manager*—Focuses on building participation and support for a shared purpose
- **Laissez-Faire Leader** — *Impoverished Manager*—Focuses on minimum effort to get work done
- **Autocratic Leader** — *Authority-Obedience Manager*—Focuses on efficiency of tasks and operations

"Followership" Leadership Styles

Situational Leadership Styles are ones derived primarily from the characteristics of *followers*.

Relationship Behavior / Support Required (High / Low) vs **Task Behavior** / Guidance Required (Low / High)

- **Participating** — *Share ideas* — Followers able, unwilling, insecure
- **Selling** — *Explain decisions* — Followers unable, willing, confident
- **Delegating** — *Turn over decisions* — Followers able, willing, confident
- **Telling** — *Give instructions* — Followers unable, unwilling, insecure

"Path-Goal" Leadership Styles

These Styles are ones derived primarily from the aspects of a specific situation.

Directive leadership	Supportive leadership	Achievement-oriented leadership	Participative leadership
• Communicate expectations • Give directions • Schedule work • Maintain performance standards • Clarify leader's role	• Make work pleasant • Treat group members as equals • Be friendly and approachable • Show concern for subordinates' well-being	• Set challenging goals • Expect high performance levels • Emphasize continuous improvement • Display confidence in meeting high standards	• Involve subordinates in decision making • Consult with subordinates • Ask for subordinates' suggestions • Use subordinates' suggestions

Distinctive Leadership Styles

The following are broad approaches that individuals embody to being a leader.

Charismatic Leadership
> (ability to inspire others in exceptional ways)

Transformational Leadership
> (through personality, character, and insight, the leader aligns the employee's goals with the leader's goals)

Interactive Leadership
> (inspires others through democratic, participative, connecting, and inclusive behaviors)

Moral ("Servant") Leadership
> (speaks and acts in ways that are consistent with the highest-level of integrity)

Authentic Leadership
> (speaks and acts in ways that are consistent with a high-level of self-awareness and values)

"Old-Fashioned" Leadership
> (defines and articulates a clear vision; accepts leadership as a responsibility; surrounds herself/himself with talented individuals; doesn't blame others; maintains integrity; earns the trust of others; is regularly consistent not surprisingly clever)

Empowerment

Managers tend to understand *power*. Leaders, however, tend to understand *empowerment*, and only revert to power in rare or unusual occasions. Empowerment is the capacity to get others to do what they want (as opposed to what you want). Empowerment is the idea that getting more does not affect how much others have (as opposed to taking away from someone else). Empowerment comes from an internal source (as opposed to an external source). Empowerment leads to cooperation (as opposed to competition). Empowerment means, ultimately, that everyone can have it (as opposed to only a few having it).

Over the past thirty years, successful leaders have learned to leverage the theory and practice of empowerment. The following text was excerpted and adapted from:

Whetten, D., and Cameron, K. (2016), *Developing Management Skills* (9th ed.), Pearson.

Self-Efficacy (a sense of personal competence)

Empowered people not only feel *competent*, they feel *confident* that they can perform adequately. They are self-assured. They feel a sense of personal mastery and believe they can learn and grow to meet new challenges. Self-efficacy determines whether people will try and persist in attempting to accomplish a difficult task.

Self-determination (a sense of personal choice)

Empowered people have a sense of having *choices*. That is, they can initiate and regulate one's own choices. People feel self-determined when they can voluntarily and intentionally involve themselves in tasks rather than being forced to or prohibited from involvement. Their actions are a consequence of personal *freedom* and *autonomy*.

Personal Consequence (a sense of having impact)

Empowered people have a sense that when they act, they can produce a *result*. People with a sense of personal consequence believe that expending effort will produce a result. Personal consequence is the conviction that through your own actions, you can influence what happens. You have a sense of *control*, and you can have *impact*.

Meaning (a sense of value in an activity)

Empowered people have a sense of meaning. They *value* the purpose or outcomes of the activity in which they are engaged. Their own ideals and standards are perceived as consistent with what they are doing. That is, the activity "counts" in their own value system. In addition to producing a result, they *care* about what they produce.

Trust (a sense of security)

Empowered people are confident that they will be treated fairly and equitably. They maintain an assurance that even if they are in subordinate positions, the ultimate outcome of their actions will be justice and goodness as opposed to harm or damage. They have confidence that those holding authority will not harm them, and they will be treated honestly.

Personal Leadership-in-Practice

Some college students may wish to build their leadership skills beyond a single course. This is important and valuable. There are researchers that have devoted their entire academic and professional careers to the study of leadership.

Over the past thirty years, one of the most popular leadership approaches is:

Bennis, W. (2009), *On Becoming a Leader* (4th ed.), Basic Books.

Bennis' view is that leadership is different than management, and that the difference is subtle but critical. In fact it's in these small but nuanced differences that leadership emerges. For each of the terms below, both are important but the first term *is what <u>leaders do</u>*.

Judgment over Experience

Even in a long lifetime, individuals will never have accumulated enough education or enough experience. Leaders demonstrate extraordinary insight and foresight with keen judgment.

Candor over Loyalty

Loyalty without a system of check-and-balances does not allow a leader to challenge beliefs and assumptions. Leaders manifestly value the information from those with whom the leader disagrees with. Leaders constantly recruit mentors in their personal development network.

Crucible over Process

Every individual goes through projects, activities, and events associated with a myriad of processes. Leaders, however, have gone through some type of "rite of passage" that has transformed her or him. This "rite of passage", often a stressful one, is more than merely life experience or some pre-destined route of affairs. Leaders emerge from just those kinds of stressful passages. This singular, stressful passage or severe test that concentrates forces to cause permanent change or development in an individual is referred to as a crucible.

Compasses over Maps

Maps, by definition, can only help in known worlds: worlds that have been charted before. Leaders in a fast-changing, complex world must depend on compasses. Compasses help leaders assess the results of their actions, correct their course, and quickly act again.

Four Essential Characteristics

At the end of his long career, Bennis reflected on his work and concluded that leaders 1), create <u>shared meaning</u> (persuading others to make that vision their own), 2) offer a <u>distinctive voice</u> (a purpose, self-confidence, and sense of self), 3), embody <u>integrity</u> (ethical character), and 4), have <u>adaptive capacity</u> (respond quickly and intelligently to relentless change).

Organizational Leadership-in-Practice

Some college students may participate in a "Leadership workshop" sponsored by their employer. These workshops tend to de-emphasize theory *per se* and emphasize (research-based) practice. Essentially, this transforms the core leadership theory from the prior pages into a more accessible and adoptable practice.

Over the past thirty years, one of the most popular leadership approaches is:

Kouzes, J., and Posner, B. (2017), *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations* (6th ed.), Jossey-Bass.

Model the Way

Leaders establish principles concerning the way people (constituents, peers, colleagues, and customers alike) should be treated and the way goals should be pursued. They create standards of excellence and then set an example for others to follow. Because the prospect of complex change can overwhelm people and stifle action, they set interim goals so that people can achieve small wins as they work toward larger objectives. They unravel bureaucracy when it impedes action; they put up signposts when people are unsure of where to go or how to get there; and they create opportunities for victory.

Inspire a Shared Vision

Leaders passionately believe that they can make a difference. They envision the future, creating an ideal and unique image of what the organization can become. Through their magnetism and quiet persuasion, leaders enlist others in their dreams. They breathe life into their visions and get people to see exciting possibilities for the future.

Challenge the Process

Leaders search for opportunities to change the status quo. They look for innovative ways to improve the organization. In doing so, they experiment and take risks. And because leaders know that risk taking involves mistakes and failures, they accept the inevitable disappointments as learning opportunities.

Enable Others to Act

Leaders foster collaboration and build spirited teams. They actively involve others. Leaders understand that mutual respect is what sustains extraordinary efforts; they strive to create an atmosphere of trust and human dignity. They strengthen others, making each person feel capable and powerful.

Encourage the Heart

Accomplishing extraordinary things in organizations is hard work. To keep hope and determination alive, leaders recognize contributions that individuals make. In every winning team, the members need to share in the rewards of their efforts, so leaders celebrate accomplishments. They make people feel like heroes.

Leading Positive Change

Perhaps after ethical decision-making, *change* is one of the most difficult aspects of organizational life. Even small, proposed changes can encounter friction, disputes, negativity, apathy, disengagement, and fractured relationships. The following ideas are one approach to leading positive change. The following text was excerpted and adapted from:

Whetten, D., and Cameron, K. (2016), *Developing Management Skills* (9th ed.), Pearson.

1.   Establish a Climate of Positivity

The first and most crucial step in leading positive change is to set the stage for positive change by establishing a climate of positivity. Because constant change is typical of all organizations, most managers most of the time focus on the negative or problematic aspects of change. A leader who will focus on positive change is both rare and valuable. Not everyone masters it, although everyone can.

2.   Create Readiness for Change

In addition to establishing a climate of positivity, individuals must feel a need for the change and to understand its importance and urgency. A positive climate is a crucial foundation, but leading positive change requires engaging individuals in the actual process of change.

3.   Articulate a Vision of Abundance

Positive change seldom occurs without a leader articulating a vision of abundance. As used here, the word abundance means a vision of a positive future, a flourishing condition, and a legacy about which people care passionately. This kind of vision helps unleash human wellsprings of potential since it addresses a basic human desire—to do something that makes a difference, something that outlasts one's own life, and something that has enduring impact. Visions of abundance are different from visions of goal achievement or effectiveness—such as earning a certain percent profit, becoming number one in the marketplace, or receiving personal recognition. Rather, these are visions that speak to the heart as well as the head.

4.   Generate Commitment to the Vision

Once this vision of abundance has been articulated, it is necessary for leaders to help organization members commit to that vision, to sign up, to adopt the vision as their own, and to work toward its accomplishment. The whole intent of a vision is to mobilize the energy and human potential of individuals who are to implement and be affected by it.

5.   Fostering Sustainability

The final challenge for leaders of positive change is to make the change a part of ongoing organizational life. The challenge is to separate the vision from the visionary, to get others to own and become champions of the change, to create processes that reinforce the positive change without having to continually rely on the leader. The objective is to ensure that even if the leader leaves, the positive change will continue because of the sustainable impetus put in place.