

**BEING THE
LEADER YOUR
FOLLOWERS NEED**

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NOVEMBER 16, 2015**

TODAY'S PLAN

- **Starting broadly**
 - Management and Leadership
 - Follower Expectations
- **Examining Tasks and Relationships**
 - Situational Leadership
- **What does communication have to do with leading?**
 - Communicator Styles
 - Nonverbal Communication

LET'S GET RID OF MANAGEMENT

People don't want to be managed.

They want to be led.

Whoever heard of a world manager?

World leader, yes.

Educational leader. Political leader. Religious leader. Scout leader. Community leader. Labor leader. Business leader.

They lead. They don't manage.

The carrot always wins over the stick.

Ask your horse. You can *lead* your horse to water, but you can't *manage* him to drink.

If you want to manage somebody, manage yourself.

Do that well and you'll be ready to stop managing.

And start leading.

LET'S DISCUSS...

- How would you describe what a leader is? Does?
- How would you describe what a manager is? Does?
- How would your followers describe what YOU do?

MANAGE

“To bring about, to accomplish, to have charge of or responsibility for, to conduct” (Bennis & Nanus, 1997)

- Plan
- Investigate
- Coordinate
- Evaluate
- Supervise
- Staff
- Negotiate
- Represent others

LEAD

• *“Influencing, guiding in direction, course, action, opinion” (Bennis & Nanus, 1997)*

- Facilitate interpersonal interaction & positive working relationships
- Promote structuring of tasks and work to be accomplished
- Plan, organize, and evaluate the group's work

“The problem with many organizations, and especially the ones that are failing, is that they tend to be overmanaged and underled.”

(Bennis & Nanus, 1985, p. 21)

LEADING IS HARD!

WHAT SHOULD FOLLOWERS EXPECT OF THEIR LEADERS?

- Encourage participation **of all members**
- Keep the group organized
 - Talk about procedures
 - Facilitate and summarize discussion
- Play the role of critical advisor
- **Develop and maintain harmony by managing conflicts**

TASK AND RELATIONAL LEADER BEHAVIORS/LEADERSHIP STYLES

- Unique, individual balance
- Preferences when we are leading versus following

TASK-ORIENTED STYLE = GETTING THINGS DONE

- Goal-oriented
- Desire to achieve
- Find meaning in work
- Reaching a goal is a positive expression of who they are.



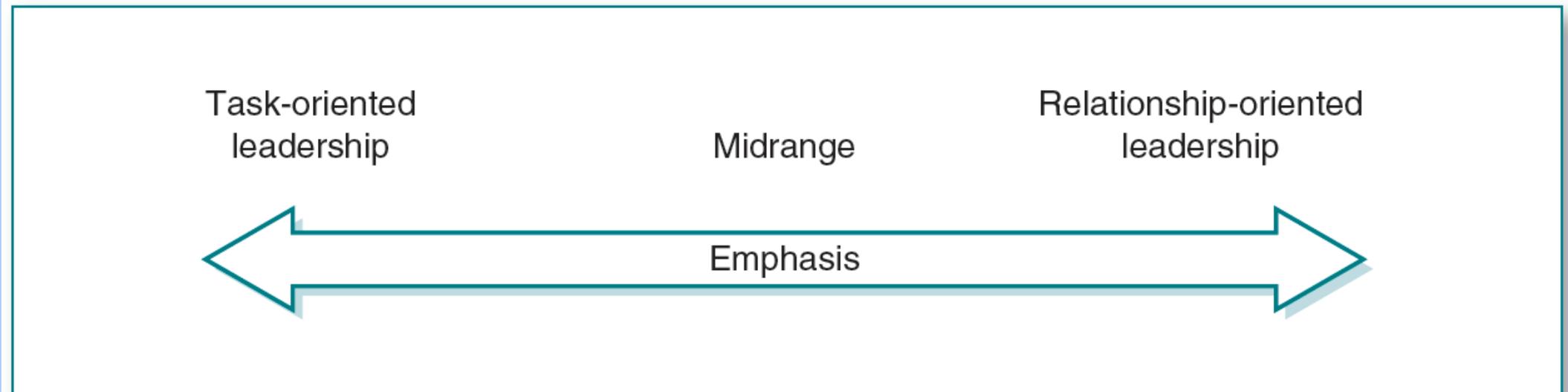
RELATIONSHIP-ORIENTED STYLE = RELATING/KNOWING PEOPLE

- Find meaning in *being* rather than in *doing*
- Desire to connect with others rather than seeking out tasks
- Focused on the present
- Three tenets



THE MIDDLE = A POPULAR PLACE TO BE

FIGURE 5.1 Task-Relationship Leadership Continuum



BRAINSTORMING

- How do YOU best blend or balance managing (task) and leading (relational)?



A vertical image with a light blue background. The central part of the image features a photograph of a person climbing a mountain peak at sunset. The sky is a mix of orange, yellow, and dark blue. The mountain is dark and rocky. The person is a small silhouette on the left side of the peak. Other people are visible in the distance on the right. The text is overlaid on the image.

**A PERSON
WHO FEELS
APPRECIATED
WILL ALWAYS
DO MORE
THAN WHAT
IS EXPECTED**

BUT IT'S STILL COMPLICATED...

- How does a leader determine what type of leadership a group needs/wants?

A CAVEAT ABOUT STYLES...

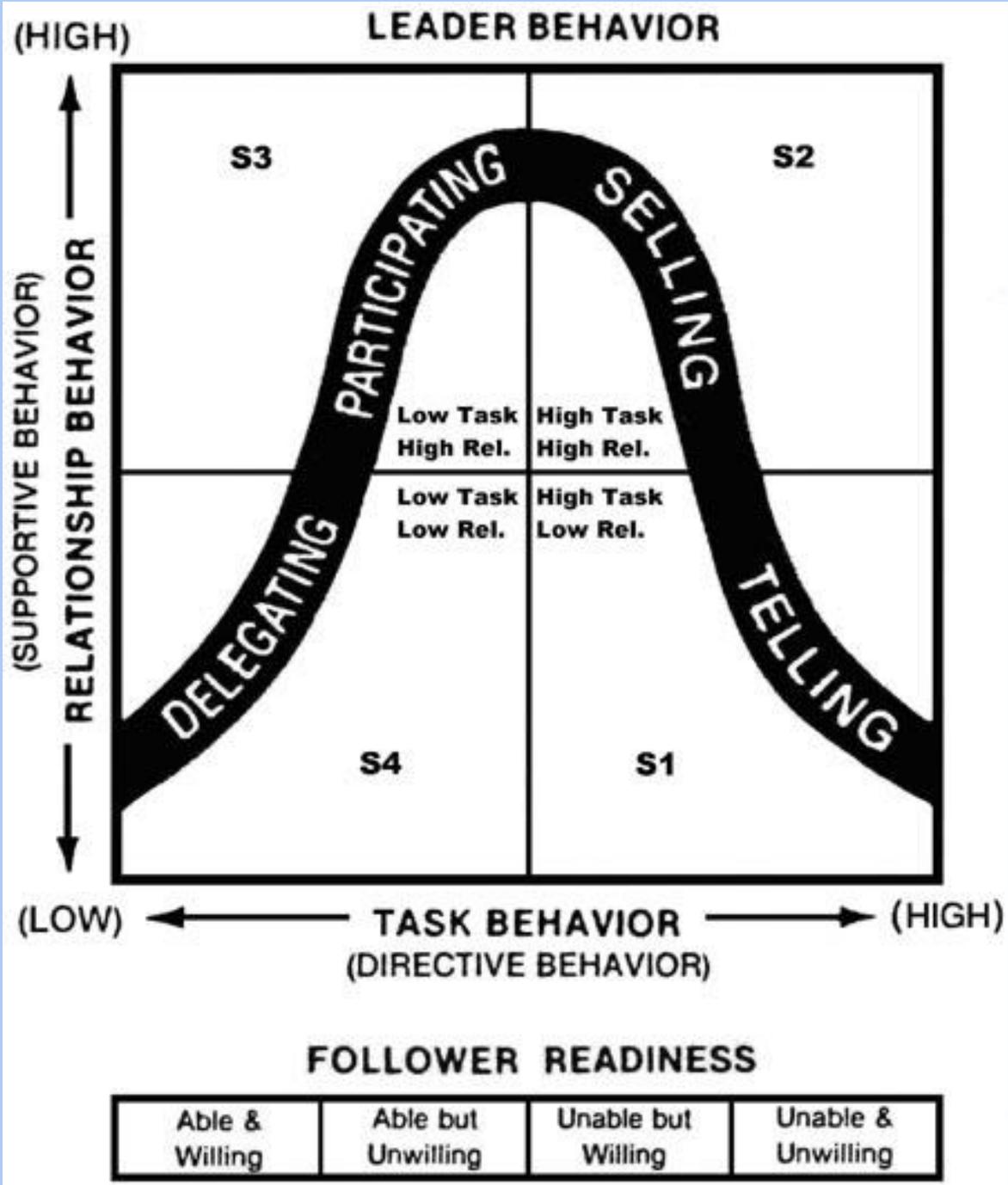
- Categorizations abound!

SITUATIONAL LEADERSHIP® MODEL

- Four leadership styles based on:
 - Amount of task direction a leader gives
 - Amount of relational support a leader provides
 - Readiness level of members in performing group tasks
 - 2 components: ability and willingness (skills and motivation)
- Each style can be effective

VIDEO

- <https://edge.sagepub.com/northouse7e/student-resources/chapter-5/northouse-on-leadership>



(HIGH)

LEADER BEHAVIOR

(SUPPORTIVE BEHAVIOR)
 RELATIONSHIP BEHAVIOR

S3

S2

Low Task
High Rel.

High Task
High Rel.

Low Task
Low Rel.

High Task
Low Rel.

DELEGATING

PARTICIPATING

SELLING

TELLING

S4

S1

(LOW)

TASK BEHAVIOR

(HIGH)

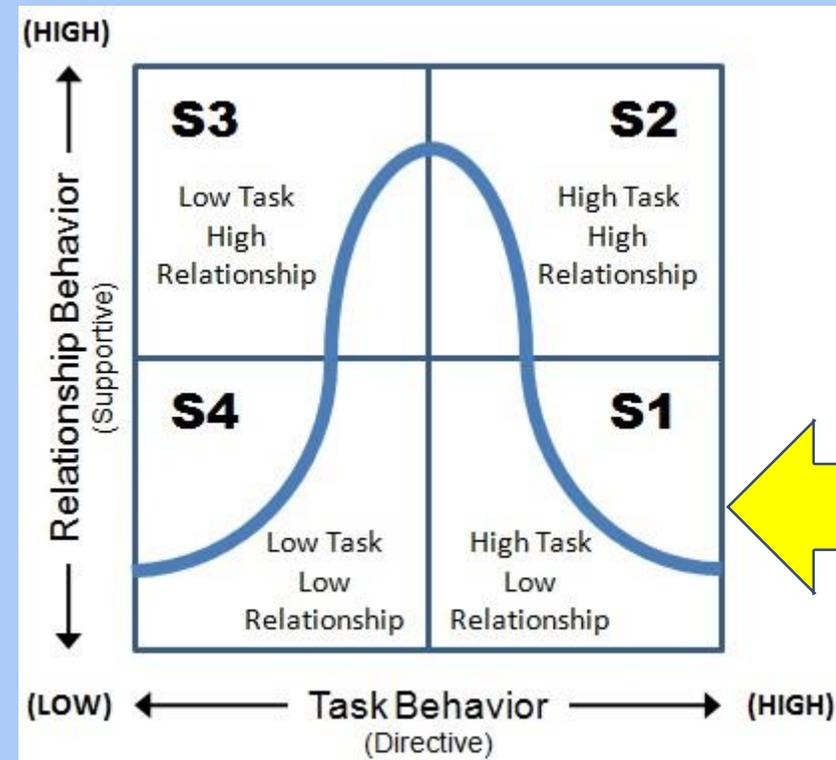
(DIRECTIVE BEHAVIOR)

FOLLOWER READINESS

Able & Willing	Able but Unwilling	Unable but Willing	Unable & Unwilling
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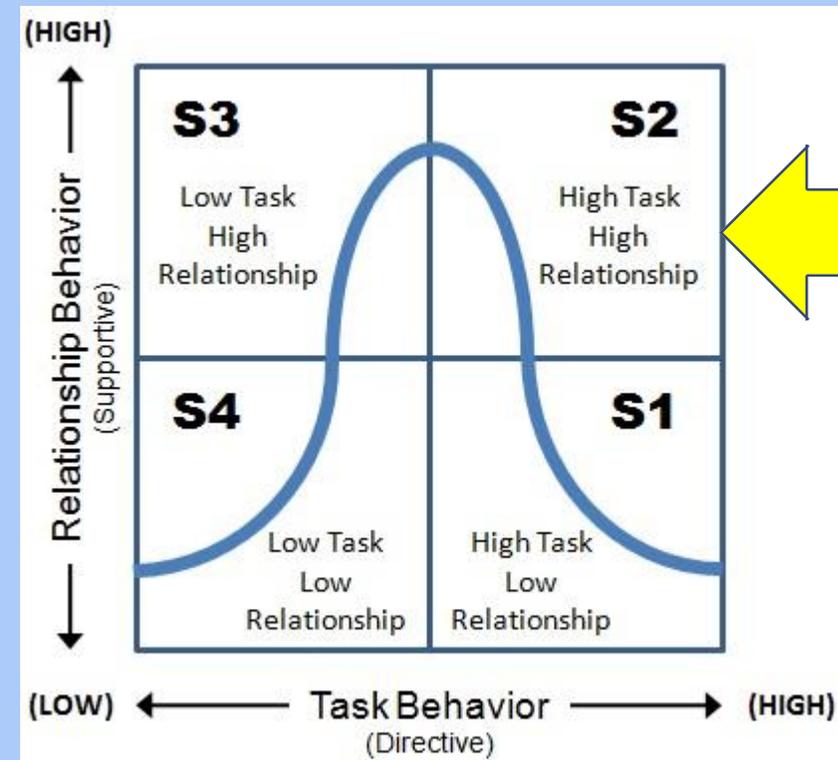
TELLING/DIRECTING STYLE (S1)

- High task, low relationship
- Followers: unable and unwilling
- Leader's role/communication
 - Help the group get started
 - Clarify its purpose
 - Define its goals
 - Keep it on track



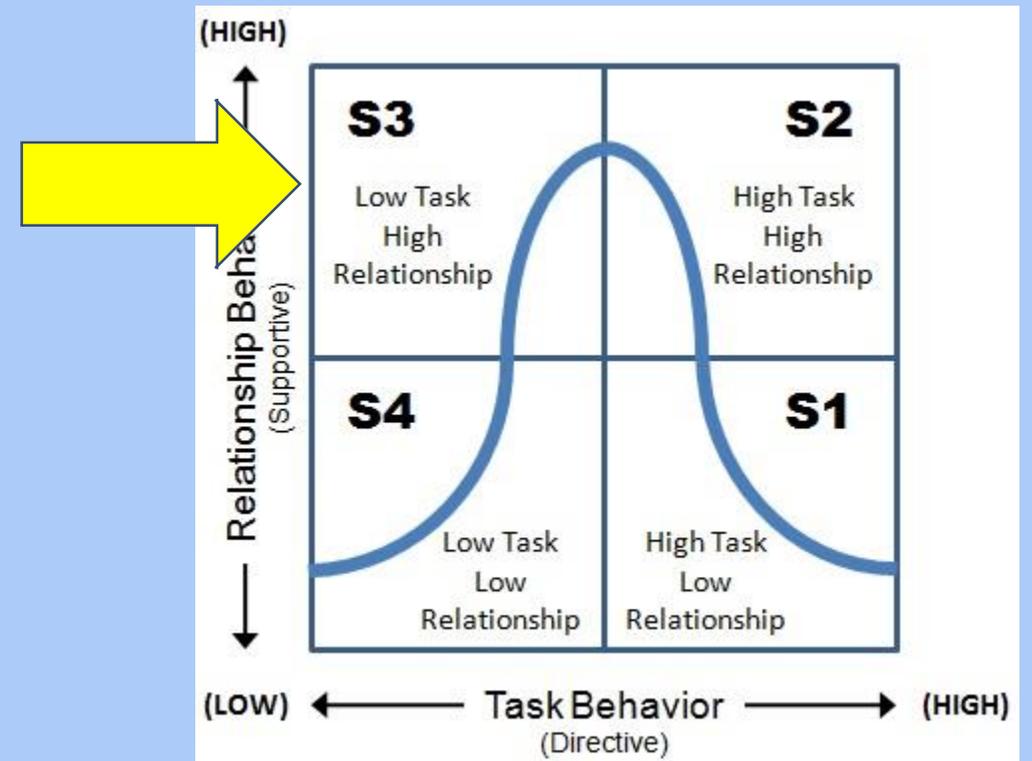
SELLING/COACHING STYLE (S2)

- High task, high relationship
- Followers: willing but unable members
- Leader's role/communication
 - Act as a role model
 - Ask questions and encourages responses
 - Help develop alternatives
 - Advocate for possible solutions



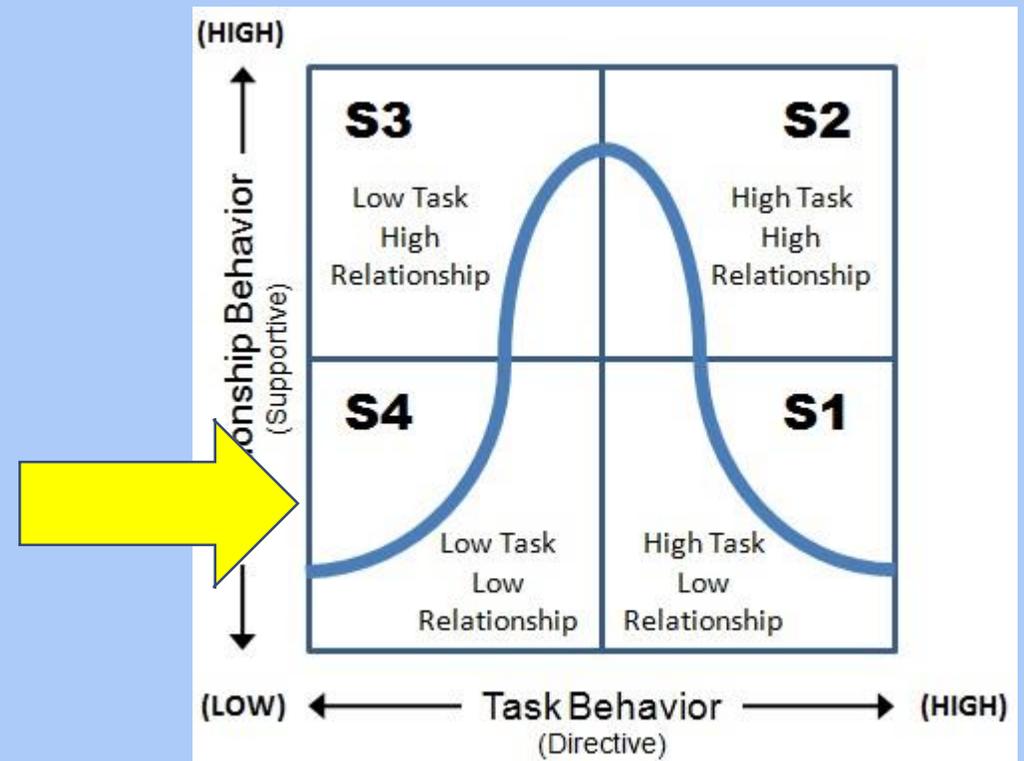
PARTICIPATING/SUPPORTING STYLE **[S3]**

- High task, low relationship
- Followers: able but unwilling
- Leader's role/communication
 - Enhance group commitment
 - Encourage involvement of all
 - Synthesize for group
 - Facilitate problem solving



DELEGATING LEADERSHIP STYLE (S4)

- Low task, low relationship
- Followers: willing and able
- Leader's role/communication
 - Attends to group members' needs
 - Listens
 - Show interest
 - Take notes

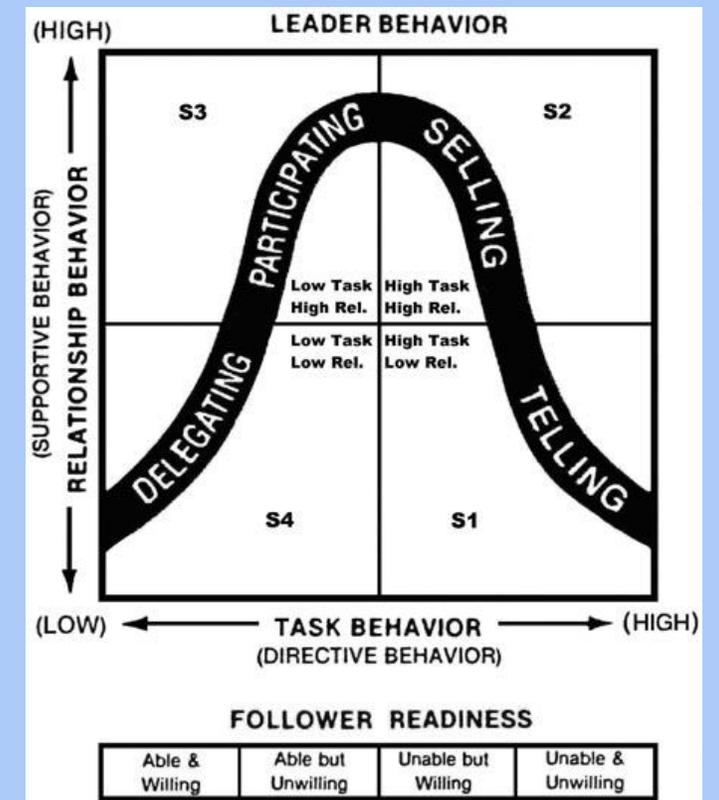


HOW DO I DECIDE ON A STYLE?

- **First**: Diagnose
 - Complexity and newness of task
 - Assess readiness level of followers
- **Second**: Adapt style to follower(s) as needed
- **Third**: Consider how much structure and relational communication followers require
- **Fourth**: Be flexible to change style as followers mature

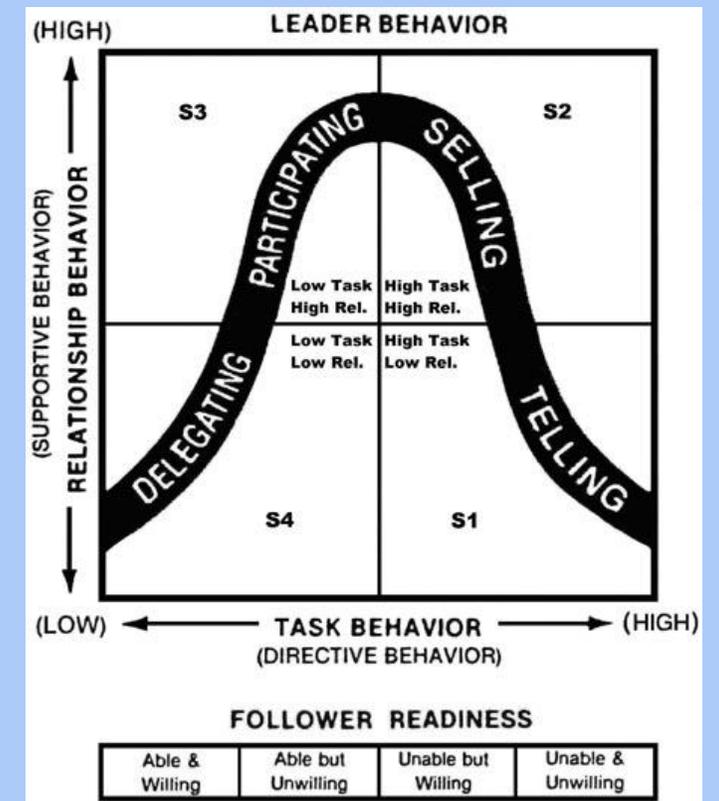
- *Because of budget cuts in your department, consolidation must take place. You are considering asking a highly capable and experienced member of the department to take charge of the consolidation. This person has familiarity with all areas of the department and has the trust and respect of most of the staff. She is very willing to help with this undertaking.*

- Assign the project to her and let her determine how to accomplish it.
- Assign the task to her, indicating precisely what must be done, and supervise her work closely.
- Assign the task to her and provide support and encouragement as needed.
- Assign the task to her and indicate to her precisely what needs to be done but make sure you incorporate her suggestions.



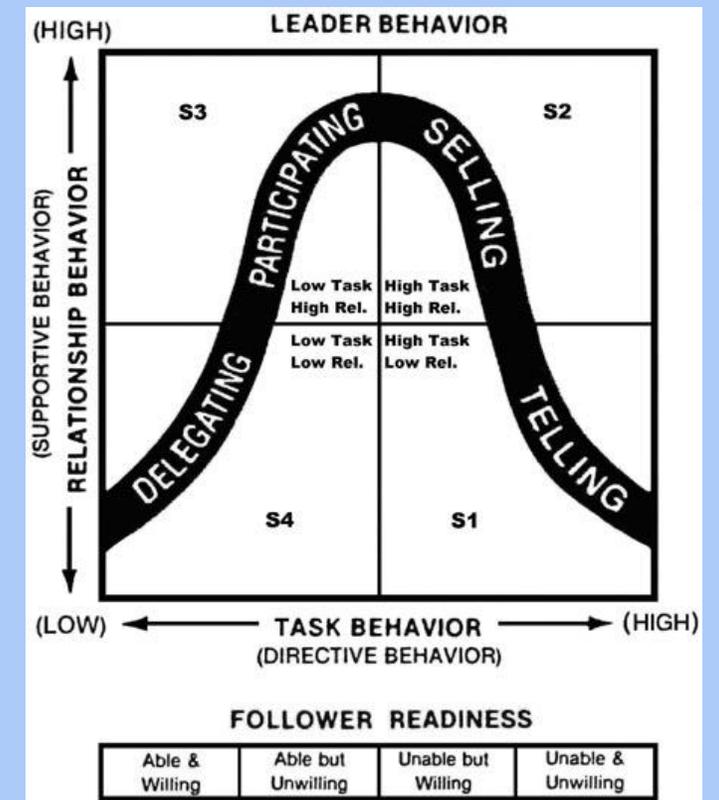
- *You have recently been given a new leadership role and have new co-workers. In getting to know your staff, you have noticed that one of your inexperienced employees is not following through on assigned tasks. She is enthusiastic about her job and wants to move up in the organization, but on her terms rather than yours*

- Discuss the lack of follow-through with her and explore the alternative ways this problem can be solved.
- Specify what she must do to complete the tasks but incorporate any suggestions she may have.
- Define the steps necessary for her to complete the assigned tasks and monitor her performance frequently.
- Let her know about the lack of follow-through and give her more time to improve her performance.



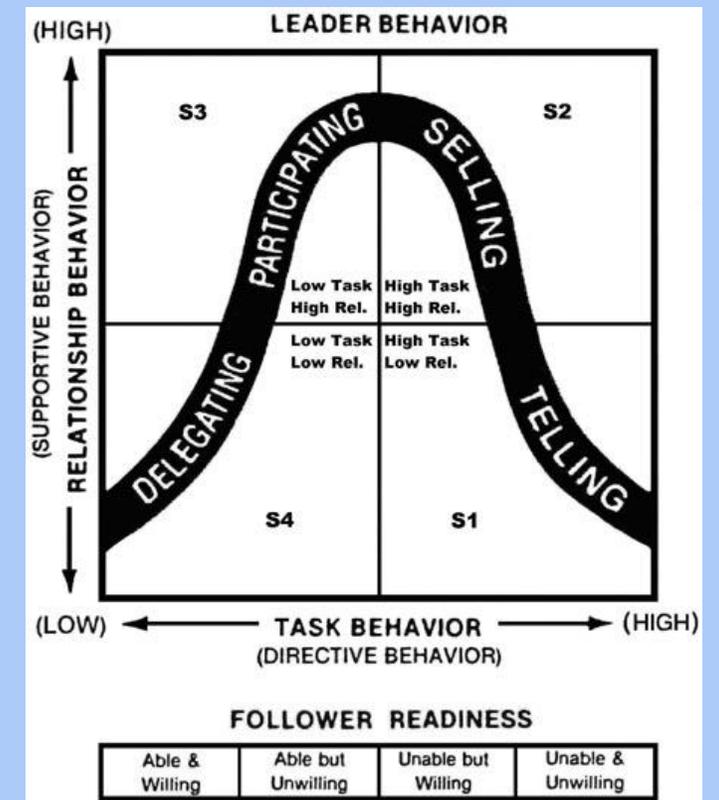
• *Because of a very important unit project, for the past 3 months you have made sure that your staff members understood their responsibilities and the expected level of performance. Throughout that time, you have supervised them closely. Due to some recent project setbacks, they have become somewhat discouraged. Their morale and performance have dropped.*

- A. Continue to direct and supervise their performance.
- B. Give the group members more time to overcome the setbacks but occasionally check their progress.
- C. Continue to define group activities but involve the group members more in decision making and incorporate their ideas.
- D. Participate in their problem-solving activities and encourage and support their efforts to overcome the project setbacks.



- *As a leader in your department, you have asked a member of your staff to take charge of a new initiative. You have worked with this person on other projects, and you know he has both the job knowledge and experience to be successful. He's the best choice to lead this initiative. However, he is expressing hesitation and tells you he doesn't think he can handle this.*

- Assign the initiative to him anyway and let him function on his own.
- Set goals and objectives for the initiative but consider his suggestions and involve him in making decisions.
- Tell him exactly what the initiative involves and what you expect of him, supervising his performance closely.
- Listen to his concerns but assure him he can do this and support his efforts.



YOUR TURN

- Select Two Employees you lead. Write their names down.
--1. _____ --2. _____
- Under each name, list three separate tasks he/she does on the job.
- What is the employee's readiness level for each task?
 - Unable and unwilling --Able but unwilling
 - Unable but willing --Able and willing

- What leadership style are you using with each employee?
 - **Telling/Directing** (*unable, unwilling*)
 - **Selling/Coaching** (*unable, willing*)
 - **Participating/Supporting** (*able, unwilling*)
 - **Delegating** (*able, willing*)

LEADING AND COMMUNICATING

COMMUNICATION COMPETENCE

Appropriateness

+ Effectiveness

= Communication competence

COMMUNICATION STYLE

- Impressions made verbally and nonverbally
- Sends signals about how to interpret message content
- Every style can be effective or ineffective

COMMUNICATOR STYLE ASSESSMENT

COMMUNICATOR STYLE CHARACTERISTICS

- Animated
- Attentive
- Contentious
- Dominant
- Dramatic
- Friendly
- Open
- Precise
- Relaxed

FRIENDLY

- Add items

1

2

25

32

RELAXED

- Add items

3

4

8

9

CONTENTIOUS

- Add items

5

23

24

29

ATTENTIVE

- Add items

6

12

26

35

PRECISE

- Add items

7

17

19

27

ANIMATED

- Add items

10

15

31

33

DRAMATIC

- Add items

11

14

20

34

OPEN

- Add items

13

16

21

36

DOMINANT

- Add items

18

22

28

30

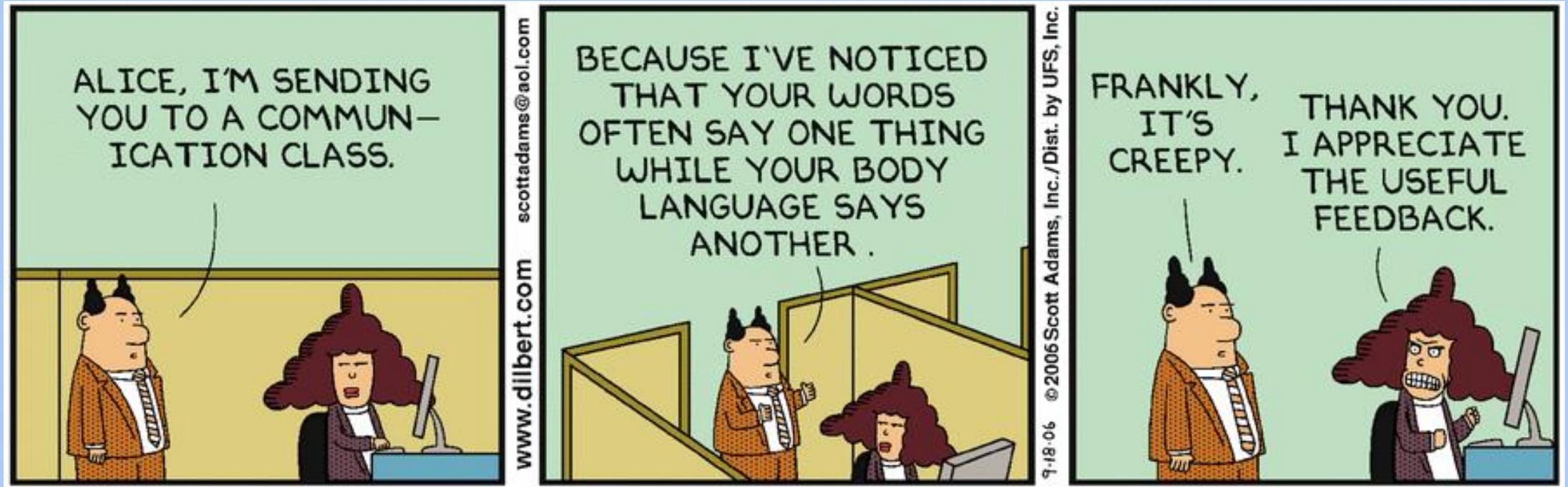
EXPLANATION

- All styles can be positive or negative
- 12-16: hip pocket styles
- Greater number of styles over 12-16 = greater flexibility in communicating
- Lower scores: can work on improving!

THOUGHTS??

- *Take a few minutes to share your reactions about your top communicator styles and how they affect your leadership/reception by others*

MOVING BEYOND THE WORDS



NONVERBALS LEADERS USE

- Posture—open and relaxed
- Eye contact—sustained during interaction
- Voice--confident
- NV behavior—consistent
- Words and behavior—support, not contradict
- NV behavior--demonstrate concern for others

NONVERBAL=PRIMARILY RELATIONAL

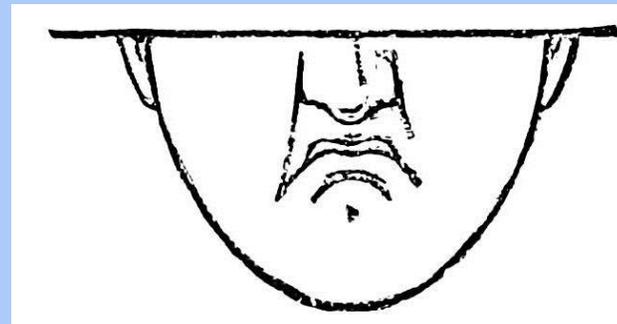
- **Face:** emotional state



- **Eyes:** evaluate dominance and competence



- **Mouth:** evaluate contempt



- **Gestures and posture:** confidence and relationship closeness



- **Voice:** assertiveness and self-confidence



FOUR CAVEATS OF LEADERSHIP (KEYTON, 2006)

- 1. If others don't respond to your leadership attempts, you are not the leader
- 2. Being appointed head, chair, or leader will not guarantee that you will influence others
- 3. Leadership and power are not synonymous
- 4. A leader cannot do everything for a group

BEING THE LEADER YOUR FOLLOWERS NEED INCLUDES:

- Looking at your Management and Leadership behaviors
- Balancing Task and Relational considerations
- Examining the Situation and choosing your Leadership Style
 - Follower readiness (ability/skills AND willingness/motivation)
 - Task Direction and Relational Support from leader
- Considering your Communicator Style and Nonverbal Communication