Leading

**LEADERSHIP** is a dynamic relationship based on mutual influence and common purpose between leaders and collaborators in which both are moved to higher levels of motivation and moral development as they affect real, intended change. Three important parts of this definition are the terms relationship, mutual, and collaborators. **Relationship** is the connection between people. **Mutual** means shared in common. **Collaborators** cooperate or work together. This definition of leadership says that the leader is influenced by the collaborators while they work together to achieve an important goal.

**Trait Theories**

In the 1920's and 1930's, leadership research focused on trying to identify the traits that differentiated leaders from non-leaders. These early leadership theories were content theories, focusing on "what" an effective leader is, not on 'how' to effectively lead. The **trait approach** to understanding leadership assumes that certain physical, social, and personal characteristics are inherent in leaders. Sets of traits and characteristics were identified to assist in selecting the right people to become leaders. Physical traits include being young to middle-aged, energetic, tall, and handsome. Social background traits include being educated at the "right" schools and being socially prominent or upwardly mobile. Social characteristics include being charismatic, charming, tactful, popular, cooperative, and diplomatic. Personality traits include being self-confident, adaptable, assertive, and emotionally stable. Task-related characteristics include being driven to excel, accepting of responsibility, having initiative, and being results-oriented.

**Behavioral Theories**

The **behavioral** theorists identified determinants of leadership so that people could be trained to be leaders. They developed training programs to change managers' leadership behaviors and assumed that the best styles of leadership could be learned.

**Theory X and Theory Y**

Douglas McGregor described Theory X and Theory Y in his book, *The Human Side of Enterprise*. Theory X and Theory Y each represent different ways in which leaders view employees. Theory X managers believe that employees are motivated mainly by money, are lazy, uncooperative, and have poor work habits. Theory Y managers believe that subordinates work hard, are cooperative, and have positive attitudes.

**Theory X** is the traditional view of direction and control by managers.

1. The average human being has an inherent dislike of work and will avoid if he or she can.
2. Because of this human characteristic of dislike of work, most people must be controlled, directed, and threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.
3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all.

Theory X leads naturally to an emphasis on the tactics of control - to procedures and techniques for telling people what to do, for determining whether they are doing it, and for administering rewards and punishment. **Theory X** explains the consequences of a particular managerial strategy. Because its assumptions are so unnecessarily limiting, it prevents managers from seeing the possibilities inherent in other managerial strategies. As long as the assumptions of Theory X influence managerial strategy, organizations will fail to discover, let alone utilize, the potentialities of the average human being.

**Theory Y** is the view that individual and organizational goals can be integrated.

1. The expenditures of physical and mental effort in work are as natural as play or rest.
2. External control and the threat of punishment are not the only means for bringing out effort toward organizational objectives.
3. Commitment to objectives is a function of the rewards associated with their achievement.
4. The average human being learns, under proper conditions, not only to accept but also to seek responsibility.
5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems in widely, not narrowly, distributed in the population.
6. Under the condition of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

Theory Y's purpose is to encourage integration, to create a situation in which an employee can achieve his or her own goals best by directing his or her efforts toward the objectives of the organization. It is a deliberate attempt to link improvement in managerial competence with the satisfaction of higher-level ego and self-actualization needs. Theory Y leads to a preoccupation with the nature of relationships, with the creation of an environment which will encourage commitment to organizational objectives and which will provide opportunities for the maximum exercise of initiative, ingenuity, and self-direction in achieving them.

**Contingency Theories**

Successful leaders must be able to identify clues in an environment and adapt their leader behavior to meet the needs of their followers and of the particular situation. Even with good diagnostic skills, leaders may not be effective unless they can adapt their leadership style to meet the demands of their environment.
Vroom, Yetton, Jago Leader-Participation Model

The Vroom, Yetton, Jago leader-participation model relates leadership behavior and participation to decision making. The model provides a set of sequential rules to determine the form and amount of participative decision making in different situations. It is a decision tree, requiring yes and no answers incorporating contingencies about task structure and alternative styles.

The following contingency questions must be answered to determine the appropriate leadership style in the leader-participation model.

- Quality Requirement: How important is the technical quality of this decision?
- Commitment Requirement: How important is subordinate commitment to the decision?
- Leader's Information: Do you have sufficient information to make a high-quality decision?
- Problem Structure: Is the problem well structured?
- Commitment Probability: If you were to make the decision yourself, are you reasonably certain that your subordinates would be committed to the decision?
- Goal Congruence: Do subordinates share the organizational goals to be attained in solving this problem?
- Subordinate Conflict: Is conflict among subordinates over preferred solutions likely?
- Subordinate Information: Do subordinates have sufficient information to make a high-quality decision?

Staffing

Defining a New Job Role
1. Recognizing the need for the new role
2. Draft a job description
3. Would a volunteer (in the case of nonprofits) or consultant be appropriate?
4. Determine the approximate cost of the new role
5. Get feedback and authorization from the board (in the case of corporations)
6. Finalize the job description

Hiring (Advertising, Screening and Selecting)
1. Advertise the position
2. Note that current employees should be able to apply for the job.
3. Screen resumes
4. Interview candidates
5. Select the candidate
6. If there does not seem to be suitable candidate
   Consider if the job requirements are too stringent or are an odd mix. For example, you might not find someone who's highly interested in a certain technical skill or service and who also shows strong interest in general skills. Reconfigure the job so that required skills and training are somewhat similar and the role becomes more standard. Or, consider hiring the candidate who came in closest and plan for dedicated training to bring their skills to the needed levels. Or, re-advertise the position. Consider getting advice from a human resources professional (at this point, your need for them is quite specific, so they might provide services on a pro bono basis). Or, consider hiring a consultant on a short-term basis, but only as a last resort as this may be quite expensive.
7. If everyone turns down the job
   The best strategy is to ask the candidates why they turned the job down. Usually, you'll hear the same concerns, e.g., the pay is too low or the benefits incomplete, the organization seems confused about what it wants from the role, the interview process seemed hostile or contentious, etc. Reconvene the interviewers and consider what you heard from the candidates. Recognize what went wrong and correct the problem. Call back your favorite candidates, admit the mistake and what you did, and why you'd like to make an offer to them again.
8. Offer letter
   If they accept an offer, always follow-up with an offer letter, specifying the compensation, benefits, and starting date and reference an attached job description. Ask them to sign a copy of the offer letter and return it to you.
9. Start a personnel file
   Include in the file, the signed offer letter, tax withholding forms, the job description and any benefits forms.

Building Teams
Management experts assert that most work (and most learning) occurs in teams. Therefore, it's important to know how to design, build and support highly effective teams.

Major Types of Teams (or Groups)
Formal and informal teams
are "official" parts of the overall organization, assigned to a major, ongoing function, for example, quality management,
patient care, etc. Management appoints formal teams. Informal teams are usually loosely organized groups of people who volunteer to come together to address a non-critical, short-term purpose.

**Committees**
are organized to address, major ongoing tasks in an organization and membership is based on position, for example, committees in boards of directors, grievance committees, etc.

**Problem solving teams**
These teams are formed to address a particular, major problem currently faced by the organization. Often, their overall goal is to provide a written report that includes recommendations for solving the problem. Membership is comprised of people who perceive and experience the problem, as well as those who can do something about it.

**Self-directed and self-managed teams**
These increasingly used types of teams afford members great latitude in how they achieve the overall results preferred from the team. For example, they may select their leader who serves for a limited time and purpose, depending on the particular point in the group's process. This type of team is used especially when the team is working in a complex, rapidly changing environment.

**Stages of Team Development**

**Forming:**
Members first get together. Individually, they consider "What am I here for?", "Who else is here", "Who am I comfortable with?", etc. During this stage, it's important to get members involved, including to introduce themselves to each other. The team may require clear leadership to facilitate clarity and comfort for involvement of members.

**Storming:**
During this stage, members are beginning to voice their individual differences, trying for join with others who share the same beliefs, trying to jockey for position in the group. Therefore, it's important for members to continue to be highly involved, including voicing their concerns in order to feel represented and understood. The team leader should focus on clarity of views, achieving consensus (or commonality of views) and recording decisions.

**Norming:**
In this stage, members begin to share common commitment to the purpose of the group, including its overall goals and how it will reach those goals. The team leader should focus on achieving clarity of roles, structure and process of the group.

**Performing:**
In this stage, the team is "humming". Members are actively participating in the team process in order to achieve the goals of the group and its organization. During this stage, the style of leadership becomes more indirect as members take on stronger participation and involvement in the group process.

**Closing and Celebration:**
At this stage, it's clear to members and their organization that the team has achieved its overall purpose (or a major milestone along the way). It's critical to acknowledge this point in the life of the team, lest members feel unfulfilled and skeptical about future team efforts.

**Guidelines for Designing Teams**
1. Set clear goals for the results to be produced by the team
2. Set clear goals for the effectiveness of the team process
3. Determine time frames for commencing and terminating the team, if applicable
4. Determine the type of team
5. Determine the membership of the group
6. Determine the structure of the group
7. Determine the process of the group
8. Identify any needs for training and materials
9. Identify the costs to provide necessary resources for the team
10. Plan the first meeting
11. Early on, plan team building activities to support trust and strong working relationships among members
12. Support team meetings and processes

**Training**

**Orienting New Employees**
Before the employee begins employment, send them a letter welcoming them
When the employee begins employment, meet with them
Show them the facilities
Schedule any needed computer training
Review any policies and/or procedures about use of facilities
Assign an employee to them as their "buddy"
Take them to lunch on the first day
Meet with them at the end of the day  
Meet with the new employee during the first few days  
Have one-on-one meetings with the new employee on a weekly basis for the first six weeks

**Variety of Reasons for Job Training**  
Employee job training can be initiated for a variety of reasons for an employee or group of employees, e.g.,:  
a.) When a performance appraisal indicates performance improvement is needed  
b.) To “benchmark” the status of improvement so far in a performance improvement effort  
c.) As part of an overall professional development program  
d.) As part of succession planning to help an employee be eligible for a planned change in role in the organization  
e.) To “pilot”, or test, the operation of a new performance management system  
f.) To train about a specific topic

**Very Basic Types of Training**  
**Self-Directed Learning** (is where the learner decides what he or she will learn and how).  
**Other-Directed Learning** (is where other people decide what the learner will learn and how).  
**Informal training** (has no predetermined form. Examples are reading books to learn about a subject, talking to friends about the subject, attending a presentation, etc.)  
**Formal Training** (has a predetermined form. The form usually includes specification of learning results, learning objectives and activities that will achieve the results, and how the training will be evaluated. Examples might be college courses, workshops, seminars, etc. Note that because formal training has a form, it does not necessarily mean that formal training is better than other forms).

**Motivating**  
Clearing Up Common Myths About Employee Motivation  
**Myth #1 -- "I can motivate people"**  
Not really -- they have to motivate themselves. You can't motivate people anymore than you can empower them. Employees have to motivate and empower themselves. However, you can set up an environment where they best motivate and empower themselves. The key is knowing how to set up the environment for each of your employees.  
**Myth #2 -- "Money is a good motivator"**  
Not really. Certain things like money, a nice office and job security can help people from becoming less motivated, but they usually don't help people to become more motivated. A key goal is to understand the motivations of each of your employees.  
**Myth #3 -- "Fear is a damn good motivator"**  
Fear is a great motivator -- for a very short time. That’s why a lot of yelling from the boss won’t seem to “light a spark under employees” for a very long time.  
**Myth #4 -- "I know what motivates me, so I know what motivates my employees"**  
Not really. Different people are motivated by different things. I may be greatly motivated by earning time away from my job to spend more time my family. You might be motivated much more by recognition of a job well done. People are motivated by the same things. Again, a key goal is to understand what motivates each of your employees.  
**Myth #5 -- "Increased job satisfaction means increased job performance"**  
Research shows this isn’t necessarily true at all. Increased job satisfaction does not necessarily mean increased job performance. If the goals of the organization are not aligned with the goals of employees, then employees aren’t effectively working toward the mission of the organization.  
**Myth #6 -- "I can’t comprehend employee motivation -- it’s a science"**  
Nah. Not true. There are some very basic steps you can take that will go a long way toward supporting your employees to motivate themselves toward increased performance in their jobs. (More about these steps is provided later on in this article.)

**Maslow’s Hierarchy of Needs** identifies five levels of needs, which are best seen as a hierarchy with the most basic need emerging first and the most sophisticated need last. People move up the hierarchy one level at a time. Gratified needs lose their strength and the next level of needs is activated. As basic or lower-level needs are satisfied, higher-level needs become operative. A satisfied need is not a motivator. The most powerful employee need is the one that has not been satisfied. Abraham Maslow first presented the five-tier hierarchy in 1942 to a psychoanalytic society and published it in 1954 in *Motivation and Personality*  
**Level I - Physiological needs** are the most basic human needs. They include food, water, and comfort. The organization helps to satisfy employees’ physiological needs by a paycheck.  
**Level II - Safety needs** are the desires for security and stability, to feel safe from harm. The organization helps to satisfy employees’ safety needs by benefits.  
**Level III - Social needs** are the desires for affiliation. They include friendship and belonging. The
organization helps to satisfy employees' social needs through sports teams, parties, and celebrations. The supervisor can help fulfill social needs by showing direct care and concern for employees.

**Level IV - Esteem needs** are the desires for self-respect and respect or recognition from others. The organization helps to satisfy employees' esteem needs by matching the skills and abilities of the employee to the job. The supervisor can help fulfill esteem needs by showing workers that their work is appreciated.

**Level V - Self-actualization needs** are the desires for self-fulfillment and the realization of the individual's full potential. The supervisor can help fulfill self-actualization needs by assigning tasks that challenge employees' minds while drawing on their aptitude and training.

**Basic Principles to Remember**

1. Motivating employees starts with motivating yourself
2. Always work to align goals of the organization with goals of employees
3. Key to supporting the motivation of your employees is understanding what motivates each of them
4. Recognize that supporting employee motivation is a process, not a task
5. Support employee motivation by using organizational systems (for example, policies and procedures) -- don't just count on good intentions

**Steps You Can Take**

- Briefly write down the motivational factors that sustain you and what you can do to sustain them
- Make of list of three to five things that motivate each of your employees
- Work with each employee to ensure their motivational factors are taken into consideration in your reward systems
- Have one-on-one meetings with each employee
- Cultivate strong skills in delegation
- Reward it when you see (not feel) it
- Reward it soon after you see it
- Implement at least the basic principles of performance management

Good performance management includes identifying goals, measures to indicate if the goals are being met or not, ongoing attention and feedback about measures toward the goals, and corrective actions to redirect activities back toward achieving the goals when necessary.

- Establish goals that are SMARTER
- Clearly convey how employee results contribute to organizational results
- Celebrate achievements
- Let employees hear from their customers (internal or external)
- Admit to yourself (and to an appropriate someone else) if you don't like an employee

**Observing and Giving Feedback**

Suggestions about sharing effective feedback:

- **Clarity** -- Be clear about what you want to say.
- **Emphasize the positive** -- This isn't being collusive in the person's dilemma.
- **Be specific** -- Avoid general comments and clarify pronouns such as "it," "that," etc.
- **Focus on behavior** rather than the person.
- **Refer to behavior** that can be changed.
- **Be descriptive** rather than evaluative.
- **Own the feedback** -- Use 'I' statements.
- **Generalizations** -- Notice "all," "never," "always," etc., and ask to get more specificity -- often these words are arbitrary limits on behavior.
- **Be very careful with advice** -- People rarely struggle with an issue because of the lack of some specific piece of information; often, the best help is helping the person to come to a better understanding of their issue, how it developed, and how they can identify actions to address the issue more effectively.
Disciplining

Discipline is corrective actions taken by a supervisor when an employee does not abide by organizational rules and standards.

Disciplinary Problems
Common categories of disciplinary problems are attendance, poor performance, or misconduct. Attendance problems include unexcused absence, chronic absenteeism, unexcused or excessive tardiness, and leaving without permission. Poor performance includes failure to complete work assignments, producing substandard products or services, and failure to meet established production requirements. Misconduct includes theft, falsifying employment application, willfully damaging organizational property, punching another employee's time card, and falsifying work records.

Progressive Discipline
Disciplinary treatment in most organizations is progressive, whereby the organization attempts to correct the employee's behavior by imposing increasingly severe penalties for each infraction. The usual steps are:
1. Verbal warning
2. Written warning
3. Suspension, without pay
4. Termination of employment

Employees accept fair, equitable, and consistent discipline. Positive, progressive, hot stove approaches work best. The hot stove rule is a set of principals that guide effective disciplining:

Immediacy. The more quickly the discipline follows the offense, the more likely the discipline will be associated with the offense rather than with the dispenser of discipline.

Warning. It is more likely that disciplinary action will be interpreted as fair when employees receive clear warnings that a given violation will lead to a known discipline.

Consistency. Fair treatment demands that disciplinary action be consistent.

Impersonal nature. Penalties should be connected to the behavior (violation) and not to the personality (person) of the violator.

Discipline Discussion
1. Explain specifically what you have observed and why the behavior cannot continue.
2. Request and listen actively to the employee's reasons for the behavior.
3. Ask the employee for ideas on changing the problem behavior and offer your help.
4. Come to an agreement on specific action steps to be taken by each party.
5. Schedule a follow up meeting to check whether the problem has been resolved.
6. Document the meeting, noting date, content action steps agreed upon, and timetables for implementing them.

If, after two or three discussions, the employee's behavior has not changed, he or she should be asked to decide if he or she wants to quit or return to the job and abide by the organizational rules and standards. The steps a supervisor follows in Dick Grote's Discipline Without Punishment approach are:

Step 1. Identify the performance problem. Establish exactly what the performance expectation is and specifically how the employee is failing to meet it.

Step 2. Analyze the problem. Determine the impact of the problem. How is the performance problem adversely affecting the quality and quantity of the work, other employees, customers, and the organization as a whole? Identify the consequences that the individual will face if the employee decides not to correct the situation. Determine the appropriate action step.

Step 3. Discuss discipline with the employee. Gain the employee's agreement to solve the problem. Discuss alternative solutions and decide on specific action the employee will take. Communicate positive expectations or change.

Step 4. Document the problem. Describe the problem using facts and specifics. Describe the history of the problem. Describe the discussion to include the employee's agreement to change.

Step 5. Follow up. Determine if the problem has been solved. Reinforce improvement. Take required action if the problem has not been solved.

Source: http://www.management.about.com