HANDOUTS

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**Handout 1-1**

**Leadership Model Descriptions**

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| --- | --- | --- | --- | --- | --- |
| **Limitations** | Is a developmental process that takes time; requires an understanding of the change process; transformational change = a break from the past = something lost = pain. Shifts authority and responsibility to stakeholders, and some organizations may resist this perceived loss of power and control. | Does not work well with Millennials or others who desire to be treated as responsible adults. Focus is on preserving and developing the status quo rather than achieving change. | Leader can misuse charisma and influence to deceive followers and lure them to wrong purposes; a charismatic leader can dissuade the organization from engaging reality; the fact that the leader sets the vision excludes others from participating in developing the vision and thus the organization may not share the leader’s vision; what is good for the organization may not be good for the individuals; leader may over-rely on influence and overlook details. | Can be an overly simplistic approach (i.e., sometimes it is not possible to quickly ascertain someone’s competence or to know why someone is unwilling or unable to perform); can be confusing to followers; tends to focus on the short term (immediate) future. | It is radically counter-cultural in the 21st century. This can be both an advantage and a disadvantage. Can confuse “caring for” others with “taking care of” others - thus leading to immaturity/enablement of followers. Can be perceived as undermining power and authority. |
| **Leverage To** | Solve complex problems; change the culture of the organization; achieve transformational change. | Focus on planning and execution when completion of a task is important. | Motivate, inspire, and thereby innovate and change the existing culture. | Focus on the willingness and ability of the followers to perform the task (this is often overlooked in other leadership styles); can maximize use of resources/people resources. | Inspire trust. Empowers followers and enables them to perform. Contributes to the development of followers; can benefit organizational development by building up followers. |
| **Characteristics** | Enables people to tackle complex challenges for which leaders do not have ready answers; solution rests with the stakeholders; requires significant emotional intelligence on the part of leaders. | Employs rewards and punishments to motivate employees; leader relies on positional power. | Leader sets the vision and uses influence and charisma to motivate followers (intrinsic motivators like pride, esteem and accomplishment). | The leader assesses both the situation (task to be completed) and the maturity (competence) of the follower to carry out the task and adjusts his or her approach accordingly. Emphasizes the leader’s ability to diagnose, adapt, and communicate. | Emphasis is on serving others by putting their needs first, including employees, customers, community, and family. Is readily transferrable to the personal realm. Leaders must excel in not just communicating, but listening. |
| **Focus On** | Stakeholders | Leader | Followers (their needs and values) | The leader (his or her responses to the person/ situation) and the follower (his or her maturity/ competence) | Followers |
| **Origin** | Heifetz & Linsky, 2009 & earlier work | Max Weber (1864-1920) | James MacGregor Burns, 1978 | A model which reflects a combination of Hershey & Blanchard’s situational theory and Fiedler Contingency Theory, among others. | Robert Greenleaf brought ancient concept into business literature |
|  | Adaptive Leadership | Transactional Leadership | Transformational Leadership | Situational Leadership | Servant Leadership |

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Handout 3-1a

Activity 3.2

Please Everyone, Please No One

Scenarios for First Half of the Table Groups

1. A 31-year-old male; African-American; brain surgeon at the height of his career; no children.

2. A 12-year-old female; Vietnamese; accomplished violinist; blind.

3. A 40-year-old male; Hispanic; teacher; two children.

4. A 15-year-old female; White; unmarried; six months pregnant.

5. A 35-year-old male; Hispanic; Roman Catholic priest.

6. A 17-year-old female; White; waitress; high-school dropout; supports and cares for disabled brother.

7. A 38-year-old female; White; AIDS researcher; no children; lesbian.

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Handout 3-1b

Activity 3.2

Please Everyone, Please No One

Scenarios for Second Half of the Table Groups

1. A 31-year-old male.

2. A 12-year-old female.

3. A 40-year-old male.

4. A 15-year-old female.

5. A 35-year-old male.

6. A 17-year-old female.

7. A 38-year-old female.