LEADERSHIP BEYOND MANAGEMENT

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Learning Objectives

By the end of this session, you will be able to:

- Understand the connection between leadership style and effectiveness
- Identify your most-used personal leadership thought-patterns and style
- Make informed choices about increasing your effectiveness as a manager and leader
- Begin to draft your leadership development objectives
Leadership - Three Dimensions

- **Foundational**, regardless of any situation or business strategy
- **Situational**, depending on the business context
- **Strategic**, depending on the business strategy
Why do we care?

“There are enormous performance differences between good leaders and their extraordinary counterparts. On every measure examined – net profits, customer satisfaction, employee turnover, even employee satisfaction with pay – the extraordinary leaders had results that often doubled the performance of the ‘not bad’ leaders.”

- Leadership under the microscope by Zenger, Sandholtz & Folkman
Will Self-Awareness Help You Be a Better Banker?

- It can make you more effective at the bank, with your boss, with customers, in life.
- It can help you make the most of your strengths.
- It can help you understand the source of your stress and how to minimize the stress.
- It can help you understand and fully engage team members, win and keep customers, be the bank of choice!
Your Intentions

- Write down – big picture – what you are trying to accomplish:
  - In your business
  - In your role
  - In your career
  - Personally

- This will help guide your leadership development priorities
Preferences and Styles

- Write your name in the hand you do NOT normally use.
- Now write your name in the hand you NORMALLY use.
Preferences and Styles

- Preferences for one hand over the other:
  - Feel more confident
  - Feel more secure
  - Feel comfortable
  - Feels natural
### Johari Window

<table>
<thead>
<tr>
<th>You Know</th>
<th>I Know</th>
<th>I Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arena</td>
<td></td>
<td>Blind Spot</td>
</tr>
<tr>
<td>Facade</td>
<td></td>
<td>I don’t know that I don’t know</td>
</tr>
</tbody>
</table>

*Note: The table represents the Johari Window model, which categorizes information into four quadrants: Open System (I Know), Hidden System (I Don’t Know), Known Unknown (You Know), and Unknown Unknown (You Don’t Know).*
Johari Window Implications

Ask Questions

Tell Others

I Know

I Don’t Know

You Know

Arena

Blind Spot

You Don’t Know

Facade

I don’t know that I don’t know
Leadership from Three Dimensions

Foundational Leadership
Human Synergistics

- 40+ years of research
- Valid and reliable
- Normed globally
- Linked to team and organizational behaviors

High-Performing Individuals

High-Performing Teams

High-Performing Organizations
History of Circumplex

Blake & Mouton: Task vs. People

Harry Stack Sullivan: Satisfaction vs. Security

Abraham Maslow: Hierarchy of Needs

Karen Horney: Theory of the Self

David McClelland: N-Ach

Carl Rogers: Humanism
About LSI

- Well tested with more than 25 years of field use
- Valid and reliable multi-rater or self-only instrument
- Measures thinking and behavioral styles related to leadership and managerial effectiveness
- Normed against leaders/managers
- Provides insights and practical workplace applications for professional development
- LSI is intended for development; it is not a test
The Value of Feedback

LSI 1 – Self Perspective

- Opportunity to understand your mental framework relative to others
- Assess the degree to which you utilize a constructive view of tasks and relationships

Some information will confirm your perceptions; other information will be new.

Pay special attention to what you want to reject or dismiss!

The purpose is to increase your self-awareness.
Understanding Personal Styles

- Our thoughts characterize who we are and shape our lives.
- By understanding our thinking and feelings, we can better understand our behaviors.
- Learning about your self and your behaviors can aid you in changing your behavior to increase your effectiveness.
Human Synergistics Circumplex

- Dimensions based on theory (e.g., Maslow’s Hierarchy of Needs) and analysis of thousands of surveys tying behaviors to style descriptions and to outcomes
- Measures 12 distinct styles that describe key aspects of an individual’s leadership style
- Raw scores from the survey are converted to a percentile score relative to the database of thousands of individuals
Satisfaction vs. Security

Higher-Order Satisfaction
Represents thinking and behavior motivated by a need for satisfaction: the sense of gratification, pleasure or contentment that comes from doing simply because it is personally fulfilling.

Lower-Order Security
Represents thinking and behavior motivated by a need for security: the strong desire to protect one’s self from what one perceives as dangerous or threatening.
Task Versus People

Task Orientation
Represents thinking and behavior that is primarily concerned with tasks

People Orientation
Represents thinking and behavior that is oriented toward people

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LSI Style Clusters

Constructive

Passive/Defensive

Aggressive/Defensive

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The LSI Circumplex

1. Humanistic – Encouraging
2. Affiliative
3. Approval
4. Conventional
5. Dependent
6. Avoidance
7. Oppositional
8. Power
9. Competitive
10. Perfectionistic
11. Achievement
12. Self-Actualizing
Styles Exercise

- Raise your hand if the words sound like how you might describe yourself.
Your Self-Assessments

- Open Your Envelopes!
LSI Style Descriptions

Achievement (11 o’clock)
Measures the extent to which you set challenging goals, work to achieve those goals, and have a positive impact on events around you.

Self-Actualizing (12 o’clock)
Measures the extent to which you demonstrate self-esteem, an interest in self-development, and a drive to learn about and experience life to the fullest extent.

Humanistic – Encouraging (1 o’clock)
Measures your inclination to see the best in others, to encourage their growth and development, and to be patient and supportive.

Affiliative (2 o’clock)
Measures the degree to which you exhibit friendly, sociable, and outgoing behaviors.
Approval (3 o’clock)
Measures the extent to which you seek others’ approval and support in order to feel secure and worthwhile as a person.

Conventional (4 o’clock)
Measures your inclination to conform, follow the rules, and meet the expectations of those in authority.

Dependent (5 o’clock)
Measures your tendency to be compliant, passive, and reliant on others.

Avoidance (6 o’clock)
Measures the extent to which your actions suggest self-doubt, apprehension, and a preference to avoid difficult situations.
LSI Style Descriptions

Oppositional (7 o’clock)
Measures your tendency to take a critical, questioning, and somewhat cynical attitude.

Power (8 o’clock)
Measures the extent to which you come across as authoritarian and controlling.

Competitive (9 o’clock)
Measures the extent to which you portray self-centeredness and a need to win and to be seen as the best.

Perfectionistic (10 o’clock)
Measures your tendencies to seek perfection and to base your self-worth on your assessment of your own performance.
Optimal Performance

Constructive behaviors are correlated with:

- Salary
- Organizational Level
- Problem-Solving Capabilities
- Managerial Success (Employee Engagement)
- Interest in Self-Improvement
- Quality of Professional / Personal Relationships
- Physical and Mental Health
Constructive Styles

- Characterize self-enhancing thinking and behavior that contribute to one’s level of *satisfaction*, ability to develop healthy relationships and work effectively with *people*, and proficiency at accomplishing *tasks*.

- High scores indicate a well-balanced person who enjoys both tasks and people – someone who is goal-oriented and confident yet patient and cooperative.

Achievement
*Enjoys challenges, strives for excellence, decisive*

Self-Actualizing
*Enthusiastic, creative, confident*

Humanistic-Encouraging
*Supportive, motivates others, patient*

Affiliative
*Friendly, warm, trusting*
Passive / Defensive Styles

- Represent self-protecting thinking and behavior that promote the fulfillment of security needs through interaction with people.
- High scores indicate need for approval and acceptance to feel worthwhile; self-worth determined by others.

Approval
Needs approval from others, forgiving, overly generous

Conventional
Conforming, reliable, accepts the status quo

Dependent
A follower, deferential, submissive

Avoidance
Apprehensive, self-doubting, tense
Aggressive/Defensive Styles

- Reflect self-promoting thinking and behavior used to maintain one’s status/position and fulfill security needs through task-related activities.
- High scores can lead to symptoms of strain and indicate a need to reevaluate one’s approach to work, people, and life.

**Oppositional**
*Questioning, negative, critical*

**Power**
*Authoritarian, controlling, easily angered*

**Competitive**
*Boastful, self-centered, needs to win*

**Perfectionistic**
*Demanding, sets impossibly high standards*
20 Minute Break
The bold center ring in the circumplex reflects the median score for each of the 12 styles.
Specific Style Interpretation

- Describes the styles most characteristic of your thinking (LSI 1)
- **Primary style** is the style that is most characteristic of your current thinking as indicated by the most extended style in the profile
- **Secondary style** is the style that you likely use in conjunction with or as a substitute for your primary style as indicated by the second most extended style in your profile
EXAMPLES

Example 1

Example 2

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Debriefing the Styles

Style Activity

- Pair up 2 or 3 nearest people
- Each person select a constructive or defensive style to learn more about using the Development Guide.

1. Read the guidebook to become an “expert” on the style in order to share it with your partner(s).

2. Identify a person – real (excluding living political leaders) OR fictional who represents or embodies this style AND someone who represents the opposite.

3. Share a story of a real-life example.
Debriefing the Report

Self-Reflection

- What has pleased you about your report?
- What has surprised you and why?
- Which areas would you like to focus on first?
Strategies for Change

Identify 1 or 2 areas for focus, take a further look at the analysis and descriptions as a basis for very specific behaviors that can be developed further to increase effectiveness.

1. Pinpoint your own unique strengths, and any “stumbling blocks” to your effectiveness
2. Identify more constructive ways of thinking and behaving
3. Decide what aspects of your behavior you want to change
4. Develop a specific strategy to help bring those changes about
Accept all aspects of yourself. The question is NOT “Am I a good or bad person?” but rather “How can I be more effective?”

Specifically define what you want to change and why

Increase confidence by concentrating on what you do well

Practice using more effective behavior in your mind

Remember that change does not happen overnight
## Alternative Thoughts and Behaviors

<table>
<thead>
<tr>
<th>Defensive Style</th>
<th>Alternative Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 o’clock (Dependent)</td>
<td>11 o’clock (Achievement)</td>
</tr>
<tr>
<td>6 o’clock (Avoidance)</td>
<td>12 o’clock (Self-Actualizing)</td>
</tr>
<tr>
<td>7 o’clock (Oppositional)</td>
<td>1 o’clock (Humanistic-Encouraging)</td>
</tr>
<tr>
<td>8 o’clock (Power)</td>
<td>2 o’clock (Affiliative)</td>
</tr>
<tr>
<td>10 o’clock (Perfectionistic)</td>
<td>11 o’clock (Achievement)</td>
</tr>
<tr>
<td>9 o’clock (Competitive)</td>
<td>1 o’clock (Humanistic-Encouraging)</td>
</tr>
<tr>
<td>3 o’clock (Approval)</td>
<td>1 o’clock (Humanistic-Encouraging)</td>
</tr>
<tr>
<td>4 o’clock (Conventional)</td>
<td>2 o’clock (Affiliative)</td>
</tr>
</tbody>
</table>
Resources

- The Self-Development Guide - Section 5, page 62
- Your Self-Development Plan
- Suggested Readings and Resources
Leadership from Three Dimensions

Situational Leadership
“Many managers mistakenly assume that leadership is a function of personality and cognitive ability rather than a strategic choice. Instead of choosing one style that suits their temperament, they should ask which style best addresses the demands of a particular situation.”
Emotional Intelligence

Self-Awareness
• Emotional self awareness/ accurate self assessment/ self confidence

Self-Management
• Trustworthiness/ conscientiousness/ adaptability/ achievement orientation/ initiative/ self control
Situational Leadership

Emotional Intelligence

Social Awareness
• Empathy / organizational awareness / service orientation

Social Skills
• Visionary leadership / influence / development of others / communications / change catalyst / conflict management / building bonds / teamwork and collaboration
Situational Leadership

Coercive: “Do what I tell you”
Authoritative/”Visionary”: “Come with me”
Affiliative: “People come first”
Democratic: “What do you think”
Pacesetting: “Do as I do, now”
Coaching: “Try this”
Situational Leadership Style Activity

- Pair up 2 or 3 nearest people.
- Each person share a real life example of a leader using one of the six leadership styles in a particular situation.
- Was it successful?
- Would another style have worked as well/better in that situation?

- Coercive: “Do what I tell you”
- Authoritative/”Visionary”: “Come with me”
- Affiliative: “People come first”
- Democratic: “What do you think”
- Pacesetting: “Do as I do, now”
- Coaching: “Try this”
Self-Reflection

- How would others describe your situational behavioral style(s)?
- Which styles are you over-using and which styles do you want to develop?
Elements of Successful Development

- Identify desired changes
- Identify the benefits of change
- Identify the barriers to change
- Outline specific action steps (and completion dates)
- Involve others
- Measure and share progress
Questions??