

Psycho-sociological aspects of leadership

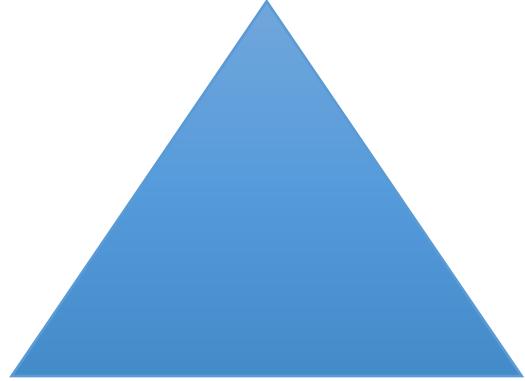
Power, authority and situational management

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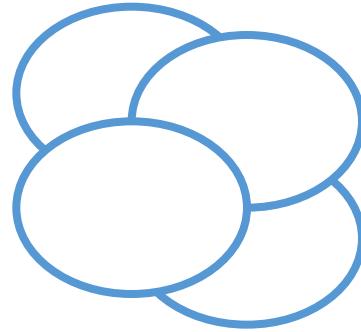
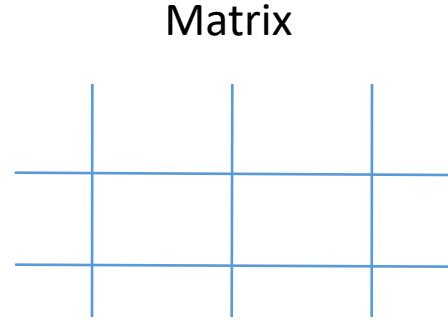
Course outline

- 1. Organization and Management**
2. Power & authority
3. Empowerment
4. Situational Management
5. Listening, re-framing

Management cultures



Classic, based on
functions and
hierarchy



Networks,
project management

3 types of organization

- Pyramidal:
Directive, task-oriented
- Matrix:
Global / local, function-oriented, prevalent in multi-national companies
- Project management:
Dynamic, multi-track development, more flexible organization

Management challenge today



Planning

**Information
and
communication**

Checking

**organization
and
deployment**

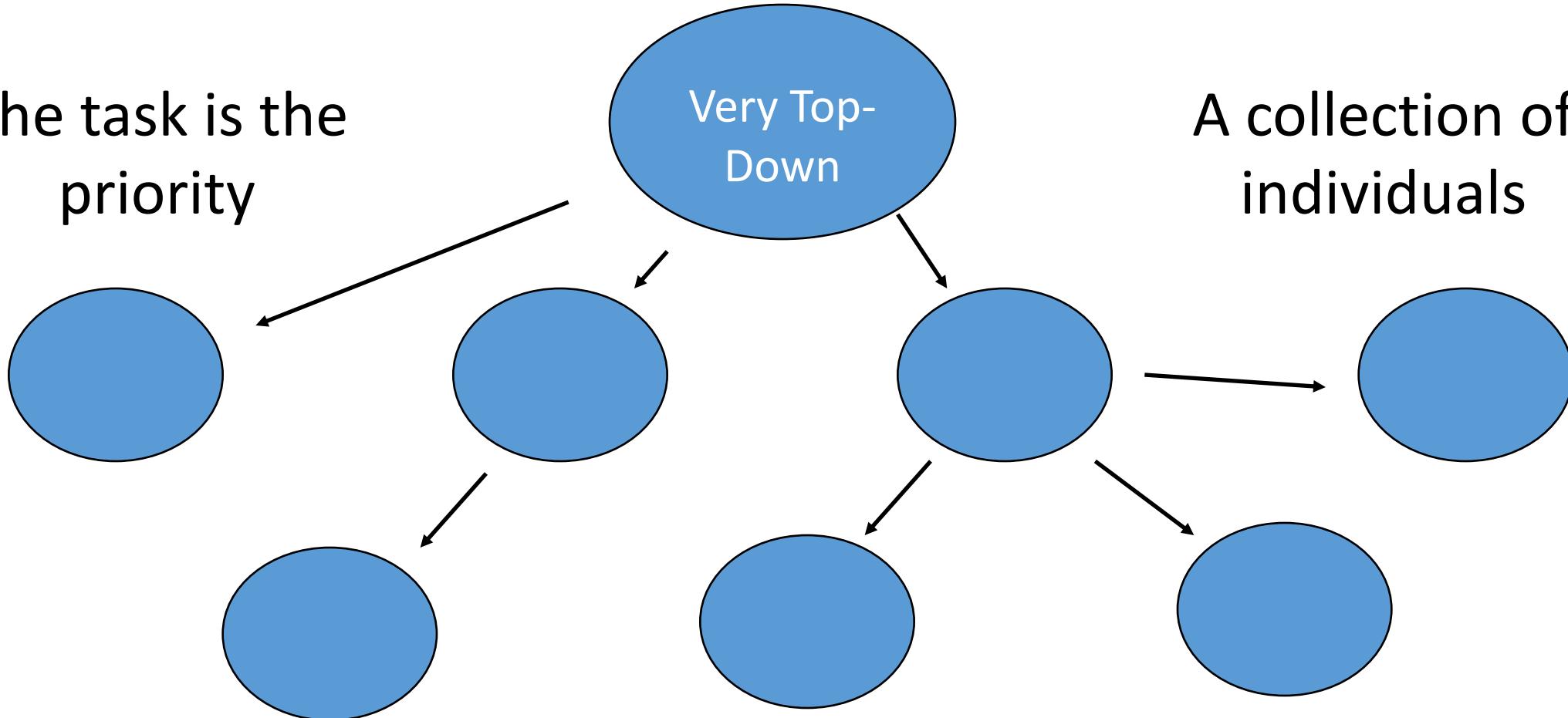
Setting goals

Delegating

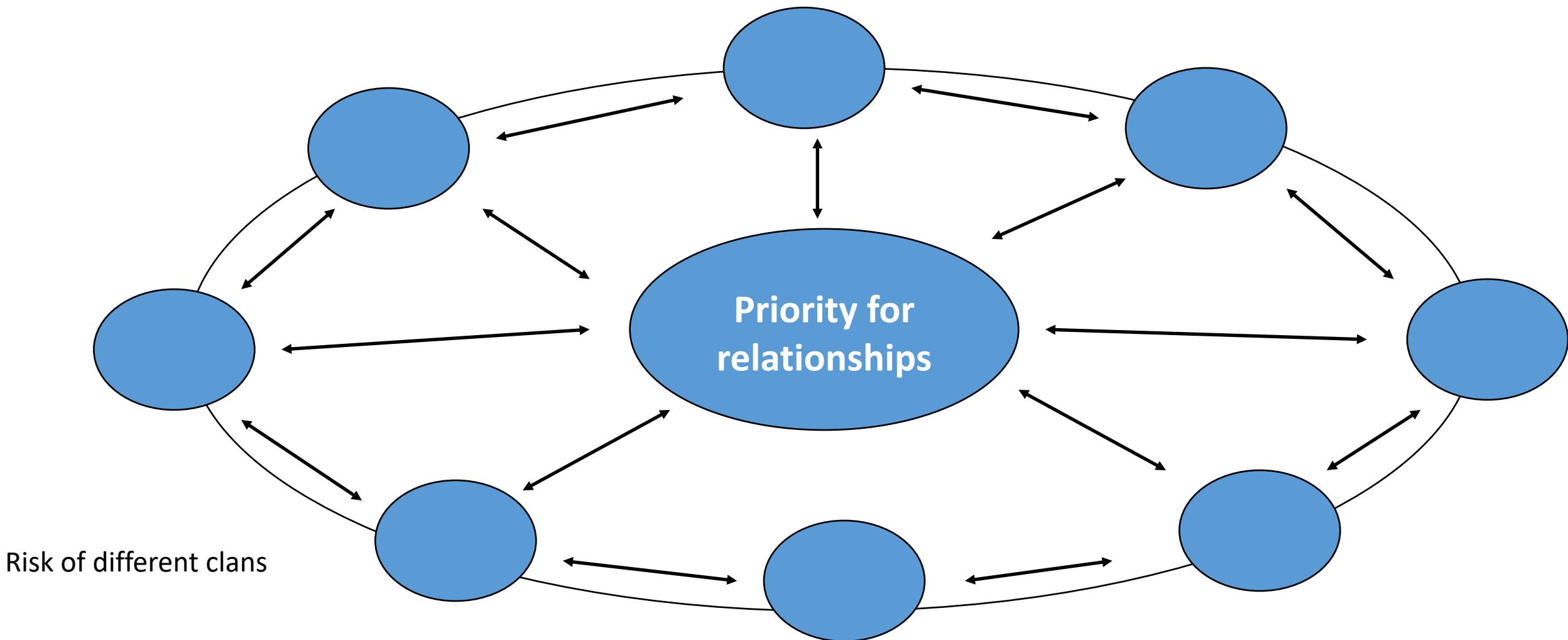
1rst type of team, according to Vincent Lenhardt

The task is the priority

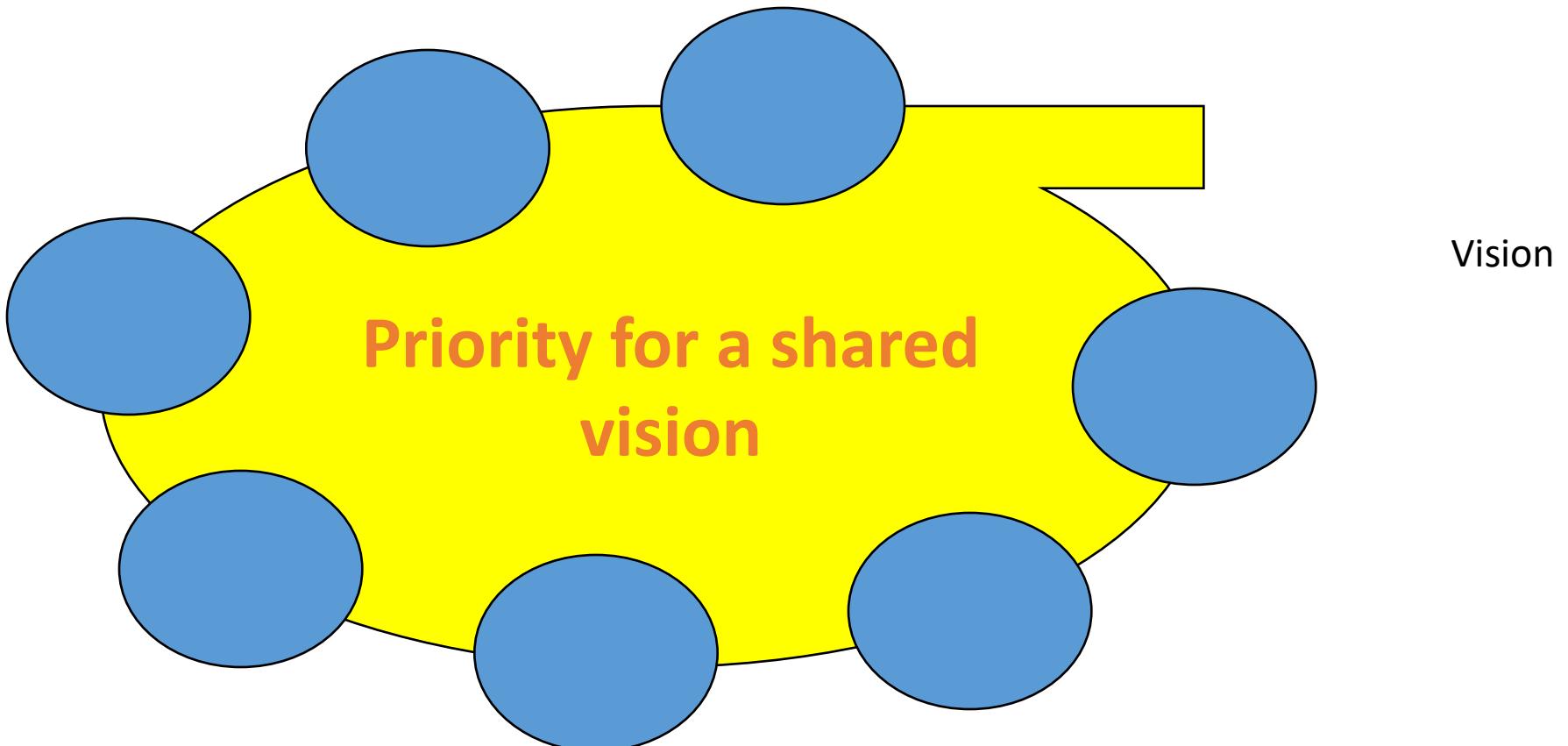
A collection of individuals



2nd type of team, according to Vincent Lenhardt



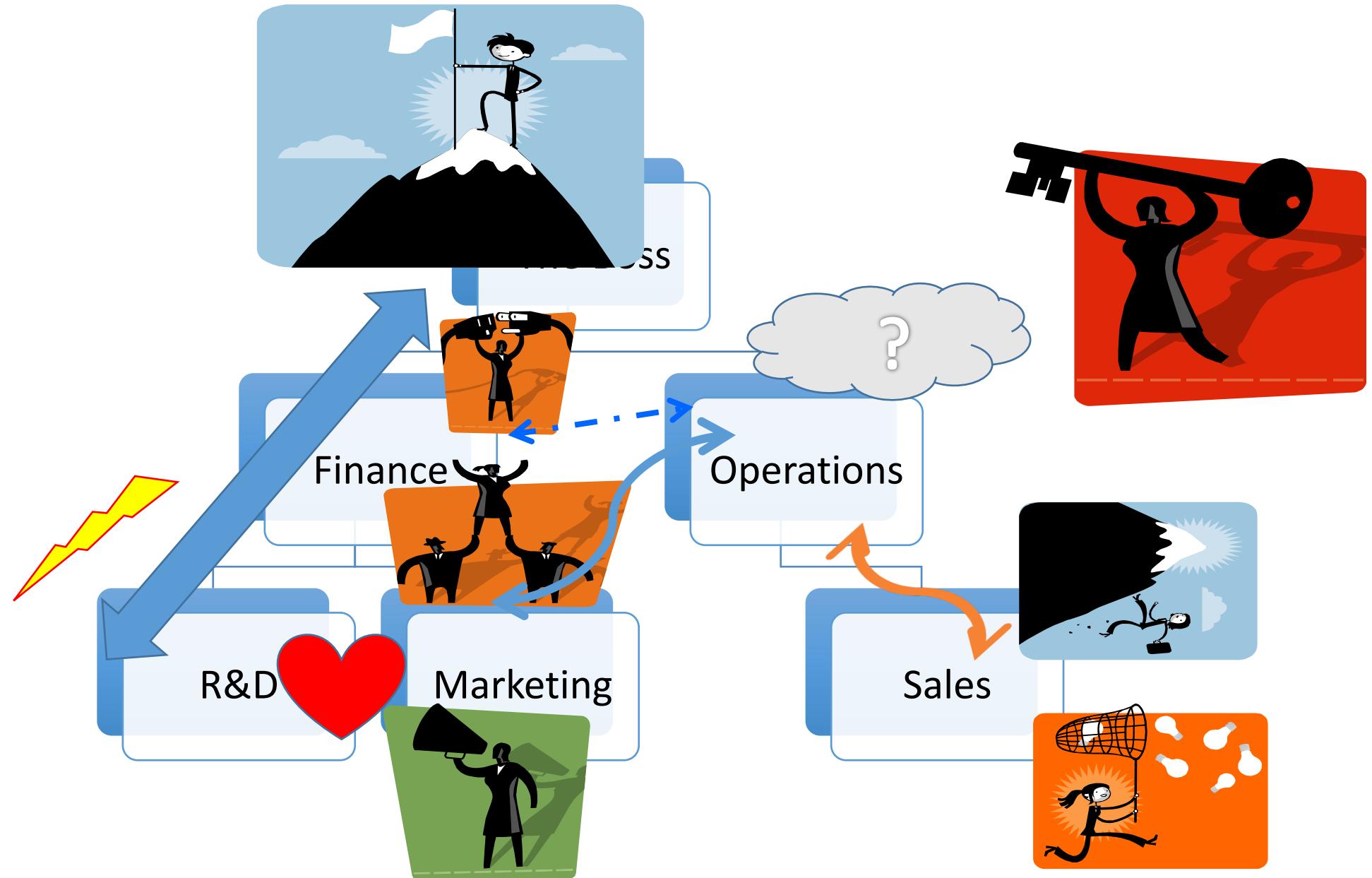
Optimized type of team, according to Vincent Lenhardt



A team that performs together

Organizational Chart





Questions : Organization & Management (1)

According to Vincent Lenhardt, there are three types of teams. What are predictable consequences that he describes? Which option does not apply?

- 1) Innovative companies allow people to be co-opted into teams they want to join.
- 2) Top-down authority can be efficient in the short-term, but does not develop autonomy and cooperation.
- 3) A leader who provides a coherent vision for his or her team strikes a good balance between using authority and getting the team members to be aligned with strong values of cooperation and responsibility towards each other.
- 4) A team that prioritizes relations over results tends to improve interpersonal communication, yet encourages a tribal identity based on getting the team to be aligned fiefs. Trust comes first; goals are often secondary.

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Max Weber

Strategic relationships between members of a team:
Anticipating behavior of different participants

Participants establish 3 ways of relating to one another:

1. Alliances
2. Negotiating
3. Opposing each other

Who plays with whom and for what issue?

A Team Sociogram

	A	B	C	D	E
A					?
B					
C					
D					
E		?			

Strategic analysis, 2

Participants	A	B	C	D	E
A	Alliance	Negotiation	Opposition	Unidentified relationship	
B	Alliance	Alliance	Opposition	Opposition	
C	Alliance	Alliance		Negotiation	Negotiation
D	Opposition	Opposition	Negotiation		Alliance
E	Opposition	Opposition	Negotiation	Alliance	

What do we have control over?

Evaluating our resources:

- What can we do to get the best of the situation?
- What active resources do we have at our disposal?
- How much real power / resources do we have?

There are 4 types of resources:

1. Knowledge
2. Control over the rules
3. Transmission of information
4. Allocation of resources

Answering these questions allows you to determine the real power of a colleague in zones with uncertainties.

Variables	Technology	Finance	Organization	Laws and regulations	Human Resources
Resources					
Knowledge					
Rules					
Information / transmission					
Resources and allocation					

*Possible improvements
What exists already*

Your choice as team leader: winning or maintaining relationships

Much more important for me to win	Somewhat more important for me to win	Both are of equal importance to me	Somewhat more important for me to preserve the relationship	Much more important to preserve the relationship
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Commitment versus compliance?

How important is it that the other person/group demonstrate “commitment” to a resolution?

Can you accept that a person (or group) simply agrees to comply?

Types of authority

Traditional authority

Parental, a king,... the Pope, the boss

Power made legitimate by **custom**

Regressive

Charismatic authority

Personal qualities: energy, enthusiasm, determination, generosity, integrity, coherence

Power made legitimate by **acceptance**

Requires authenticity

Rational authority

Power based on function: legal basis to gratify and sanction

Responsibilities: planning and controlling

Power made legitimate by the organization

Trouble with exercising power

Fragility or vulnerability	Difficulties to adapt	Disturbed socialiability
<p>Someone who...</p> <ul style="list-style-type: none"> . A natural loner . Recognizes own lack of ability . Self-deprecating . Self-justification . Reacts violently to frustration . Complains . Inattention . Irritation . Indecision 	<p>Someone who...</p> <ul style="list-style-type: none"> . Scorns rules, unstable values, is unreliable . Digresses . Refers to the past . Keeps avoiding decisions . Disturbed by unexpected incidents . Has second thoughts about a decision . Seems agitated, inhibited . Is easily discouraged by delays 	<p>Someone who...</p> <ul style="list-style-type: none"> . Lacks consideration for others . Doesn't keep commitments . Deforms reality to suit his worldview . Questions other people's competence . Remains evasive . Always wants to be right . Develops relationships based on dependence

Powerful individuals at work, Michel Crozier

The *Powerful Individual* ensures his / her ascendance over others.

- Not making a choice right away allows more latitude.
- Does not easily share his or her real intentions.
- Persuasive: always able to convince others even if goals aren't clear.

His / her behavior seems rational in terms of:

1. The opportunity of the context
2. The behavior of the others
3. His or her own psychology

The behavior of the *Powerful Individual* has two aspects:

1. Offensive: grasps an opportunity to improve his or her situation.
2. Defensive: maintains and enlarges his or her ability to act.

Exercising your authority under pressure

Questions concerning our power & authority as leaders (3)

Our personal power as leader may be based on our **Knowledge** (or expertise), our **Control over Rules**, how we manage **Transmission of Information** and **Allocation of Resources**. Why is it important to draw up a chart about how we are positioned in terms of **Technology, Organization, Finance, Law & Regulations** and **Human Resources**?

1. We are able to assess our strengths and weaknesses.
2. We evaluate where we stand as a team, and what our potential for development may be.
3. We see which team members are going to cause us trouble.
4. We realize that we lack competence and need to recruit someone who covers that missing competence.

Questions concerning our power & authority as leaders (4)

As leaders, we must be clear about our *management priorities*.

1. The most important thing is to maintain relationships.
2. The easiest way to get people to agree is to have them vote.
3. Compliance with decisions comes through consensus, even though having consensus requires time and patience.
4. Our team knows we are boss because we are able to get our team to comply with our decisions.

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Quest for self-esteem in a professional context

Recognizing work's importance in our lives.

Time, relationships, a source of identity.

It must make sense to us.

Work allows people to invest a part of themselves because they can...

- Enhance skills
- Enrich ideas, projects
- Make choices: scheduling, activities, places, pace, methods...
- Get pleasure out of what they do

Two challenges people face in the workplace:

1. The desire to be **recognized** and **respected**
2. Will managers of a company **help them achieve** their aims?

The Pygmalion Effect

Robert Rosenthal (1968)

The greater the expectation placed on someone, the better they perform.

But if you assign a negative label, people will internalize it: self-fulfilling prophecy.

Reality can be influenced by expectations of others.

Beneficial or detrimental, according to label an individual is assigned.

The effect of observation / expectation also involves an inherent bias on the part of the observer.

Abraham Maslow

(1908 - 1970)

Principle needs in the work place	Concrete applications
Need for achievement	Having autonomy Participating in decision-making Making progress, training Work becomes a source of self-expression
Need for recognition - esteem	Capability of expressing skills Receiving signs of recognition, congratulations, encouragement Having responsibilities regarding key tasks
Need to belong, to adhere	Possibility of having relationships Integration in a team, team spirit Dialogue that is possible and agreeable with colleagues and superiors
Need for safe working conditions	Job security Lines of command, supervision, planning Methods, work routines
Material needs - physiological	Correct and fair pay Work incentives Material working conditions (agreeable environment, breaks, reasonable working hours)

Frederic HERZBERG

(1923 - 2000)

“Hygienic” factors in the work-place	Factors of motivation
Salary Working conditions Relationships in a work context Professional status Job security The company's policies	Meeting challenges on the job Developing responsibilities The possibility of promotion Being recognized by superiors Personal development
“Impersonal”	“Personal”
Modifying these factors or withdrawing them will generate extreme dissatisfaction. Their presence does not necessarily generate motivation. They are collective and impersonal.	If these factors exist in the workplace, they may generate satisfaction. They can be adapted to an individual.

The theories X and Y, by Mac Gregor (1906-1964)

Douglas Mac Gregor formulated two diametrically opposed theories.

Theory X:

People have an innate aversion for work and the effort required, so he or she does everything to avoid it. As a consequence, it is obligatory to monitor and to threaten people with sanctions to get them to make the required effort to meet goals. (**Carrot/Stick**)

Theory Y:

A physical and mental effort is as natural for human beings as resting and doing leisure activities. The average individual placed in adequate conditions accepts and seeks responsibilities. The compensation system related to reaching an objective, as well as using his or her creativity allows a person to feel motivated.

If the person is associated with the objectives of the organization, this person will spontaneously give his or her best without needing to be supervised or sanctioned.

Dan Pink (2009)



Drive:

The surprising truth about what motivates us

Belonging to something bigger than yourself

Learning something challenging

Enjoying the unique experience of this challenge

Questions for Motivation & Empowerment

Herzberg discusses “hygienic” or impersonal factors in motivating a team, as opposed to personal drives. What point is he trying to make?

1. Human beings naturally want to work.
2. People aspire to meaningful work, a sense of responsibility and taking initiatives. A good salary and benefits do not necessarily motivate them to become fully engaged in their projects.
3. It's normal for people to want to be paid more and be treated well.
4. Human beings have always considered work as torture (*Latin trepaliare – to torture, to inflict suffering or agony*).

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Defining autonomy

Two criteria are taken into account:

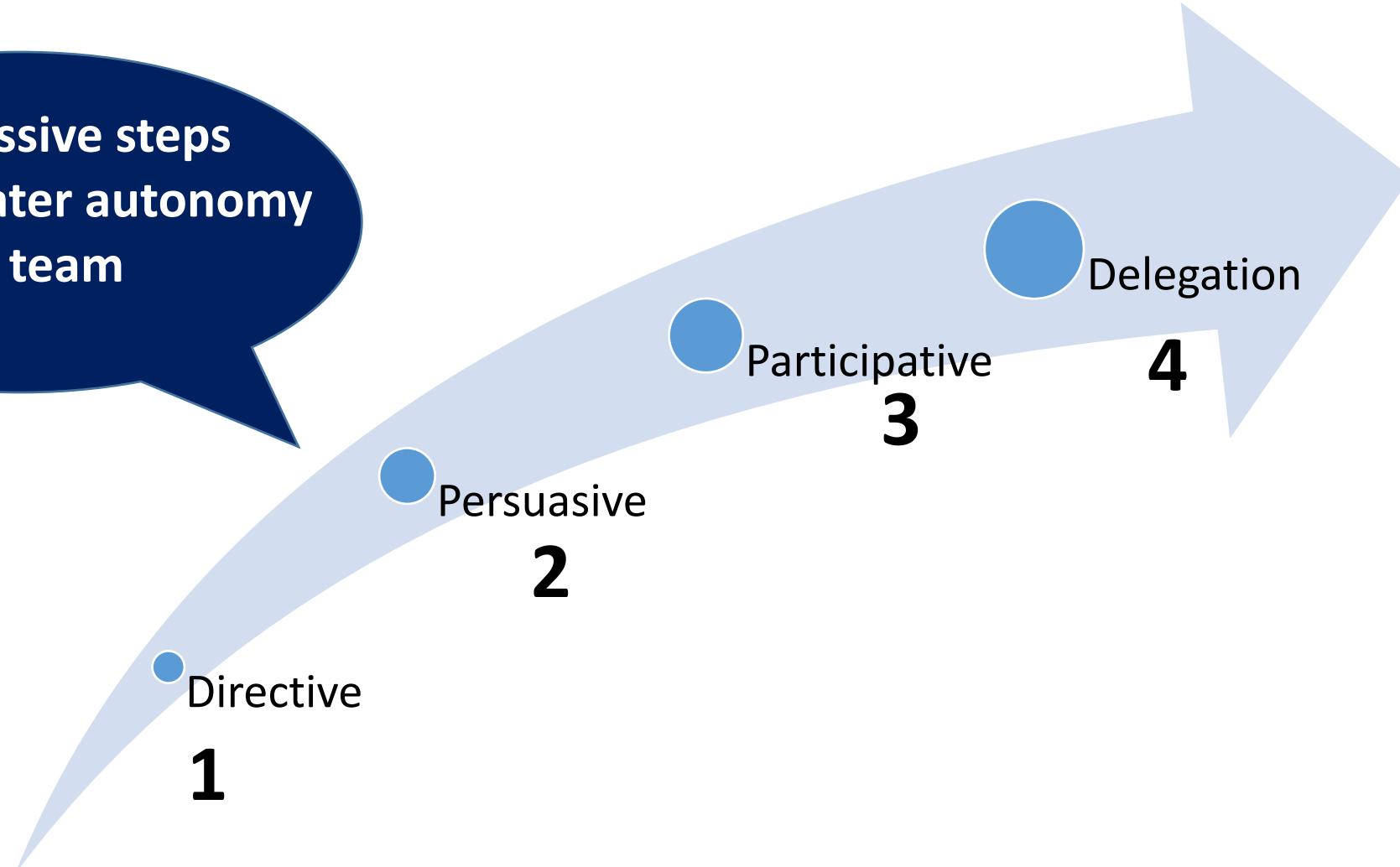
- The degree of **competence**
- The degree of **motivation**

4 types of autonomy:

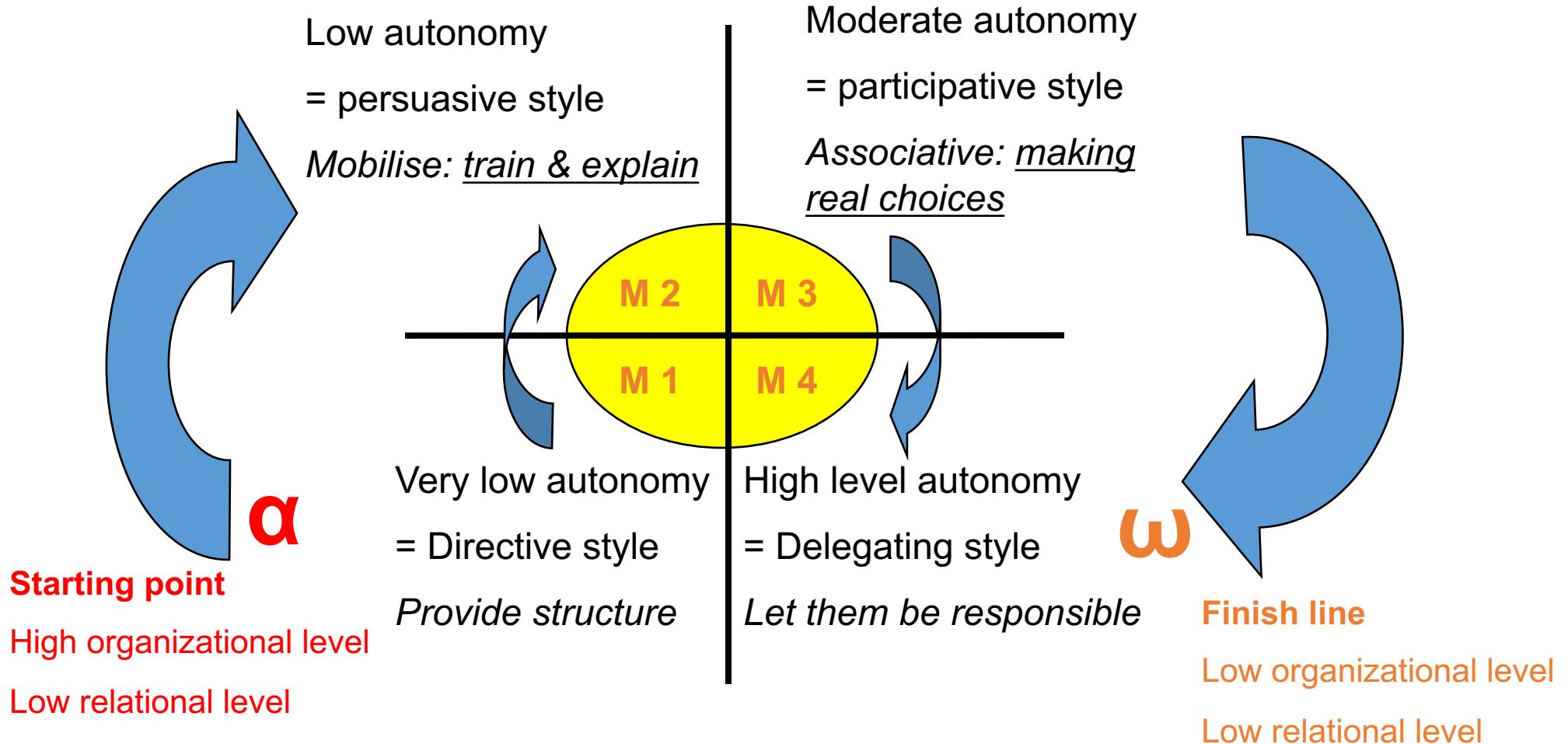
- Very low (A1)
- Low (A2)
- Moderate (A3)
- High (A4)

Your management strategy depends on the level of **autonomy** of your team

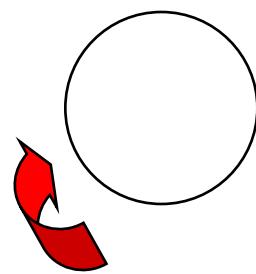
**4 progressive steps
to grow greater autonomy
in a team**



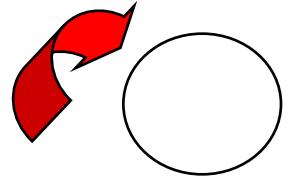
A progressive cycle : Matching management styles according to autonomy



Autonomy 1, Very Low Autonomy

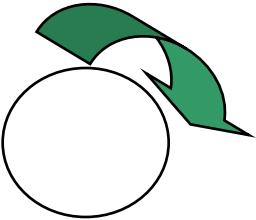


Competence: Doesn't really know how	Motivation: Doesn't really want to
The level of competence is low.	The level of motivation is low.
The employee cannot do the work, reach a goal, solve a problem... because he or she does not have the knowledge, the know-how or the inter-personal skills required.	The employee does not want to assume responsibility. He or she does not want to do the work because:
The employee expects information, ideas, knowledge to come to him or her, especially from the manager.	He or she is not ready to, thinks someone else should do it; he or she doesn't think the task is useful or that it will produce a result.
The employee does not know how to use his or her basic knowledge or previous experience to carry out a task.	The employee refuses to do the job because it is too difficult, too risky, does not conform to the usual way of doing things...
The manager needs to tell the employee what to do and may even need to show him or her how to do it.	The employee may finally accept the job, then do nothing. "There's nothing I can do about it." "It's someone else's job (or fault)."



Autonomy 2, Low Autonomy

Competence: Doesn't really know how	Motivation: Wants to
The level of competence is low.	The level of motivation is average.
The employee expects ideas, explanations, information from the manager.	The employee wants to show good faith to the company, the manager and to his or her colleagues.
The employee asks questions, is interested in practical aspects: how can it be done? Why? What is it for?	The employee is open-minded and interested in activities or projects, but he or she is <i>not</i> the “locomotive”.
The employee knows how to use his or her basic knowledge, or rely on previous experience if he or she has to.	Accepting responsibility is conditional: the employee will accept this responsibility if:
	<p>The manager is more present. Solutions are simpler. He or she is acquiring new skills. More resources are made available.</p> <p>The employee needs help, stimulation, encouragement, recognition for work well done.</p>



Autonomy 3, Moderate Autonomy

Competence: Knows how

The level of competence is average, even high. The employee has all of the knowledge, the know-how and interpersonal skills to carry out the task.

When the employee does not have what he or she needs, the employees know how to get hold of what's missing (from his or her colleagues or network...").

This competence is often greater than the manager's.

The employee has ideas, projects, suggestions, proposals. He or she is very focused on how to implement his or her ideas.

The employee does not always take the impact of his or ideas on the work environment into account. He or she lacks an overall view, experience and knowledge.

The employee is very focused on the success of the project he or she is assigned to.

He or she can improve existing methods, even surpass standards.

Motivation: Wants to, sets conditions

The level of motivation is average or high.

If the motivation is average, the employee may lack confidence and does not want to assume total responsibility.

The employee wants support from the manager, who in turn sets conditions in the form of a "contract" (budget, deadline, etc.)

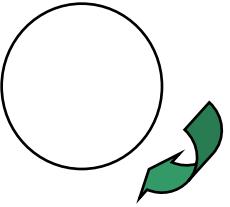
The employee's motivation remains conditional.

If the motivation is high: The employee is quite confident and has a very positive self-image (sometimes over-rated) of his or her skills.

The project becomes a personal challenge. He or she is active, entrepreneurial.

The employee wants to show good faith towards the company, the manager and to his or her colleagues.

The employee has ideas about how to carry out the project and he or she sets conditions in the form of a request for resources, liberty and independence.



Autonomy 4, High Autonomy

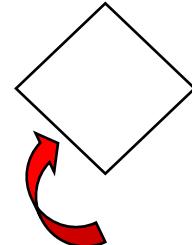
Competence, Knows how	Motivation, Wants to do it
The employee has a real expertise, a personal competence. He or she acts like a “pro” for this kind of work.	The employee is solidly motivated.
He or she has all of the knowledge, the know-how and interpersonal skills needed.	He or she is active, dynamic, interested.
The employee knows how his or her activity fits in the scheme of things, in terms of his or her colleagues, manager and the company.	The employee has a good self-esteem and does not doubt his or her own capabilities to succeed in the project.
He or she steps back and analyzes his or her action critically.	He or she knows how to reward him or herself.
The employee knows where to get hold of missing information, find the right contacts, and is willing to ask the manager precise questions.	The employee communicates about his or her motivation and interest for the work the others are doing.
He or she sets intermediary goals in the scope of the project.	The employee invests the effort that's required for proper execution, and no more. He or she has other things to do.
The employee can teach a beginner how to do this work.	
He or she knows how to maintain skills and make progress (reading, seminars, training, various contacts...).	

M 1 Management Style: Directive

Role: Structure

Decisions are made by the manager

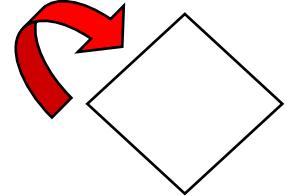
Very low autonomy



Behavior:	<ul style="list-style-type: none"> Lots of instructions, a few explanations 			
Very organizational	<ul style="list-style-type: none"> Schedules, programs, detailed agenda, job descriptions, checklists, procedures 			
Not very relational	<ul style="list-style-type: none"> Check-points planned ahead of time, with a precise calendar 			
	<ul style="list-style-type: none"> The manager talks a lot, only listens a little He or she responds to questions concerning details, paying close attention to precision and being exactly understood The manager knows the work involved and can explain it or give proper references He or she uses written communication He or she centers management on his or her own person and is not interested in personal questions 			
Effective If	<ul style="list-style-type: none"> Perceived as temporary Used in a crisis situation Implemented with a neutral tone of voice Used with employees not having much experience 			
Key Words	“I”			
Organization	Facts	Decision	Deadline	Urgent
Planning	Figures	Objectives	Precise	Exact
Checking	Priorities	Dates	Useful	Results
	Choices	Imperative		

Management Style: Persuasive
Role: Mobilize, train & explain
Decisions are made by the manager

Low autonomy



Behavior	<ul style="list-style-type: none"> Lots of explanation: reasons, causes, consequences... Valorizing projects, objectives, activities... and their advantages Encouraging a person or a group of people. Demonstrations of confidence, information and training, positive reinforcement of successes
Very organizational	
Very relational	<ul style="list-style-type: none"> The manager talks a lot, steps forward in front of a public, shares his or her ideas, convictions and values The manager answers objections, calls for questions, answers them, makes sure that a person or the group of people understand clearly what they should do and are willing to do it
	<p>Three forms:</p>
	Persuasion Training Consulting
Effective If	<ul style="list-style-type: none"> Sincere, authentic, not manipulative Allows you to create a team, build a project It is accompanied by a minimum amount of participation
Key Words	“I” + “We”
Explanation	Facts
Persuasion	Figures
Conviction	Decision Objectives Priorities Choices
Exemplary	Explanation Success Ambition Response
	Legitimate Doing Credible Important

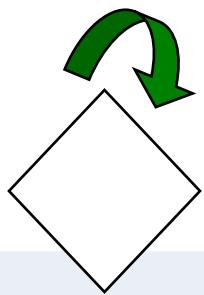
M 3

Management Style: Participative

Role: Associate, making real choices

The manager shares the decision-making

Moderate autonomy



Behavior Not very organizational Very relational	<p>The manager listens and...</p> <ul style="list-style-type: none"> • Advises his employees • Analyzes situations • Helps to solve problems • Takes ideas, suggestions and proposals coming from people and teams into account 				
	<p>The manager negotiates and...</p> <ul style="list-style-type: none"> • Works out solutions, sometimes complex ones, that take the employees' and the company's mutual interests into account • Blends what's acceptable with what's unacceptable 				
	<p>The manager builds partnerships and...</p> <ul style="list-style-type: none"> • Works on an equal footing with his or her employees • "Draws up contracts" with them • Creates a convivial atmosphere with them 				
Effective If	<ul style="list-style-type: none"> • The contracts are respected • Decision-making is really shared • Listening and advice is available to people 				
Key Words	"I" + "You" + "We"				
Listening Advice Arbitration Partnership Negotiation	<table border="1"> <thead> <tr> <th>Agreements</th> <th>Ideas Interests Proposals Possible</th> <th>Suggestions Discussions Reconciliation Studies</th> <th>Dialogue Analysis Exchange Resolution</th> </tr> </thead> </table>	Agreements	Ideas Interests Proposals Possible	Suggestions Discussions Reconciliation Studies	Dialogue Analysis Exchange Resolution
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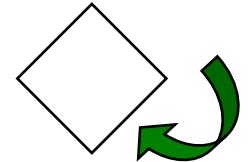
M 4

Management Style: Delegating

Role: Giving people responsibility

Decision-making is done by the team or by the person

High autonomy



Behavior

Not very organizational

Not very relational

- You define the missions, goals, projects that the employee or team will carry out by themselves, according to their own methods
- The initiative of these missions, goals or projects either comes from the manager or the employee or team
- You plan occasional meetings to get an update. These meetings are scheduled ahead of time or at the initiative of the employee
- The manager expresses his or her confidence by not overtly demonstrating relational behavior
- The manager periodically assesses results with the employee or a team. The manager allows people to make mistakes as longs as they don't repeat them.

Effective If

- It corresponds to shared responsibility
- Delegating is well-balanced
- It allows the employee to gain experience

Key Attitudes

How the manager acts, not so much what he / she says

Responsibility

Initiative

Risk

Evaluation

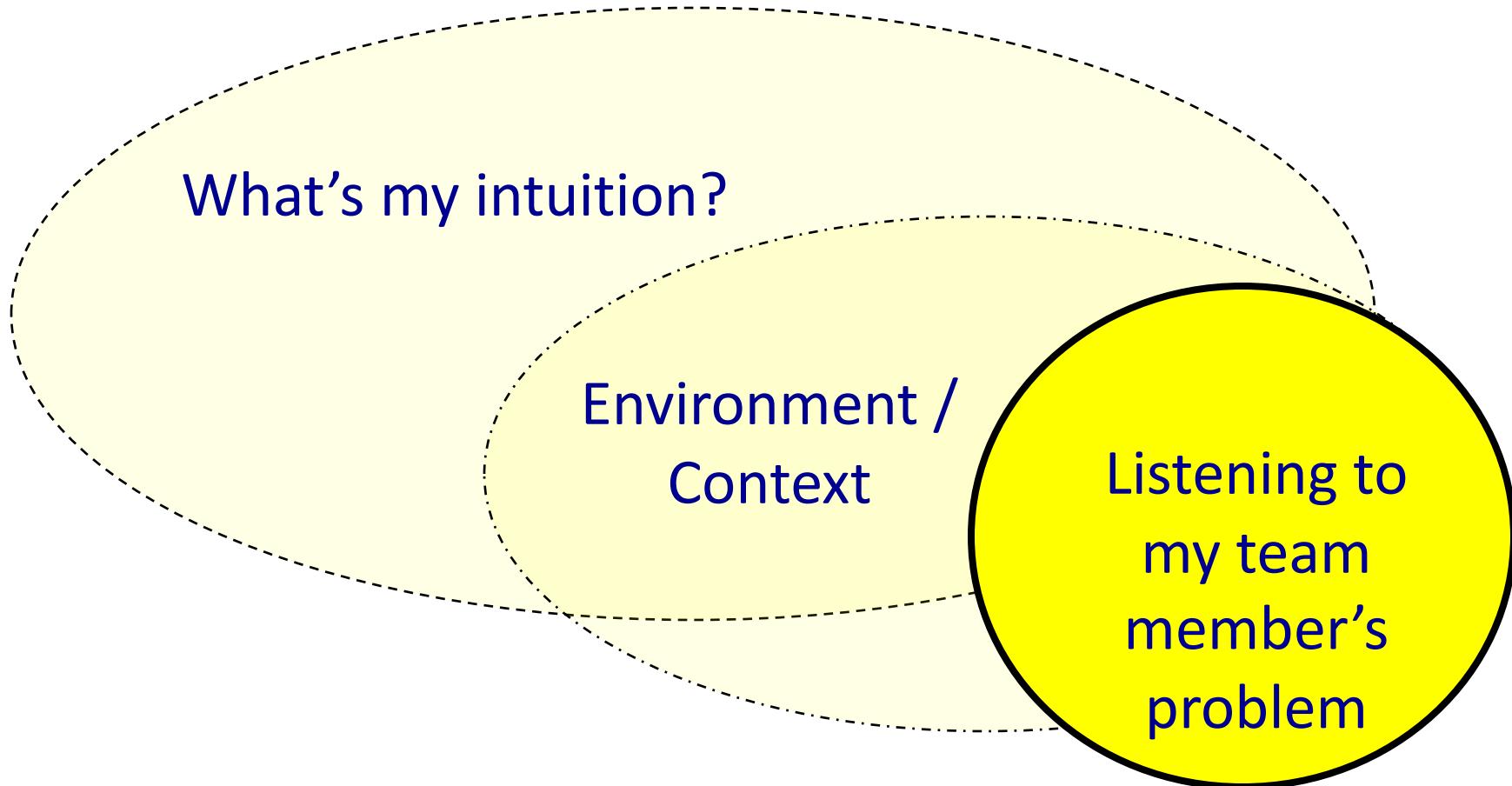
The manager observes, analyzes behaviors and results, assesses performances with a system of direct and indirect information

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**Listening is a leader's
quiet confidence at work**

Strategic listening



Developing “active listening”

**“Projecting”
Being centered on yourself**

- Propose an interpretation
- Make a judgment
- Give advice

**“Discovering”
Being centered on the other person**

- Reformulate
- Ask questions (to understand)
- Build the relationship
(synchronization)

Developing “active listening”

Synchronize

- Mirror your counterpart
- Posture, intonation + zest
- Follow any changes your counterpart makes

Developing “active listening”

Focus on *them*

- Silence!
- Set your own ideas aside
- Tactical, open questions

What is the current situation?

What do you want to do?

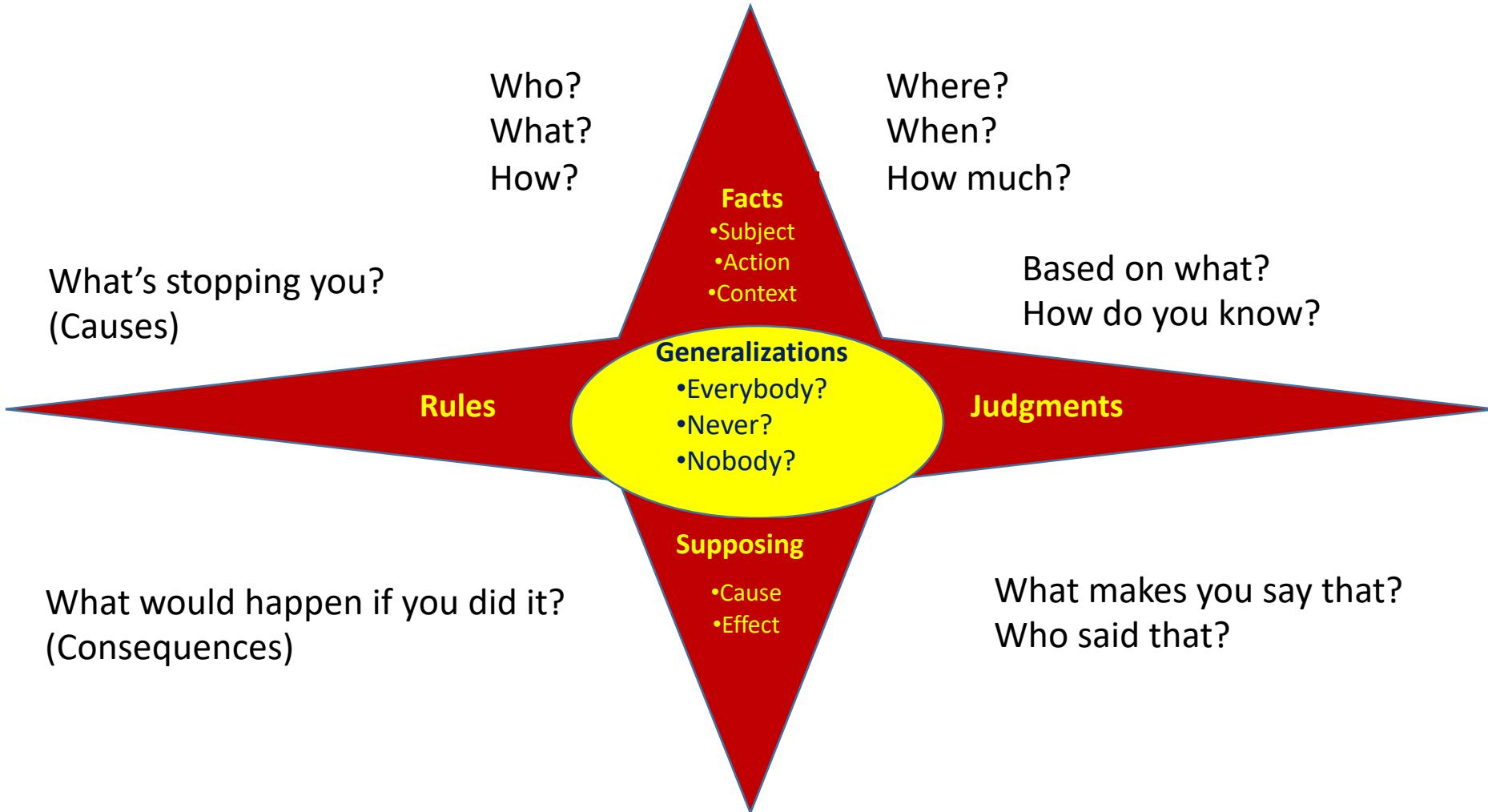
Who is involved?

Developing “active listening”

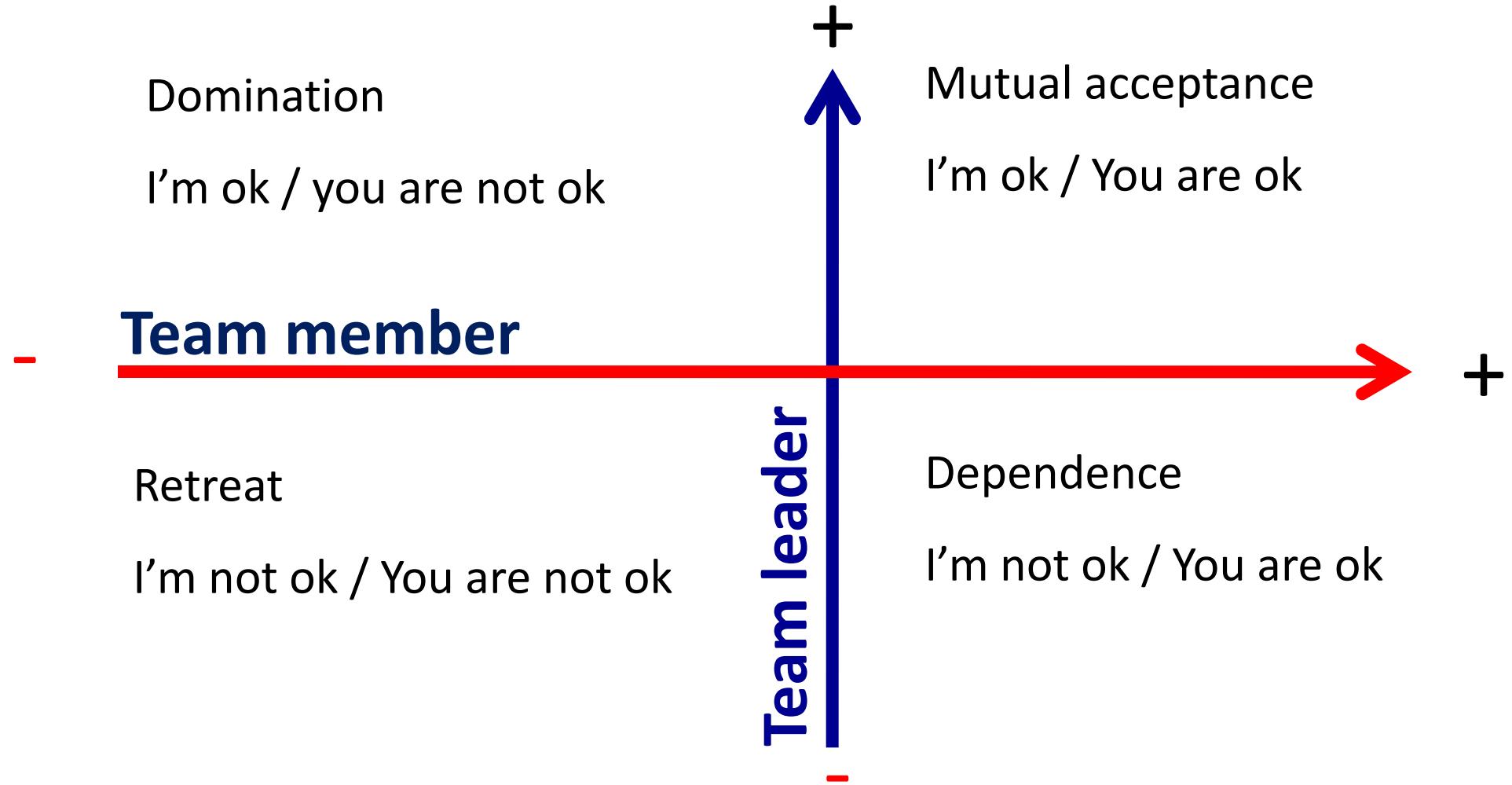
Reformulating:

- Mirroring: Use key words your client says
- Take just a phrase, a part of a phrase, one / two key words...

The Language Compass



How do you feel about the other person you are managing?



The challenge of interpretations

The quality of our decisions depends on:

Observations: How well we establish the evidence concerning a situation (deductive learning)

Results of our personal perceptions based on our five senses (seeing, hearing, touching, feeling, tasting).

Inferences: We start with our hypothesis and see where it leads us (inductive learning).

We make decisions based on what we think something means. We are not always aware that we are actually making decisions this way.

Both approaches are indispensable for reaching a decision. Yet we confuse them.

Not being clear about this distinction leads to a lot of defective decisions that have an impact on operational effectiveness.

The Agency: 6 Listening Channels

- | | |
|------------|---|
| Reaction A | You're right to tell me. What's important is to prevent problems before they occur. |
| Reaction B | You didn't choose him yourself. Maybe you just don't like him. |
| Reaction C | Yes, I see... |
| Reaction D | Don't make such a big deal out of it. |
| Reaction E | I'm going to handle this myself right away. He needs to do his job the right way. |
| Reaction F | I would like to know more. What exactly is going on? |

The Agency, answers fo 6 Listening Channels

EVALUATION

Reaction A

You're right to tell me.

SOLUTION

Reaction E

I'm going to handle this myself right away.

SUPPORT

Reaction D

Don't make such a big deal out of it.

INVESTIGATION

Reaction F

I would like to know more.

INTERPRETATION

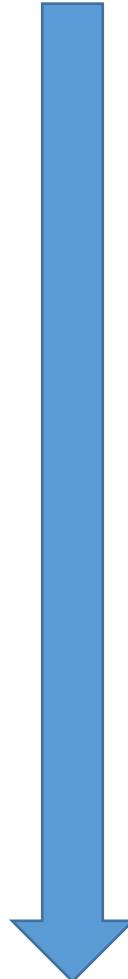
Reaction B

You didn't choose him yourself.

UNDERSTANDING

Reaction C

Yes, I see...



Reframing Exercises