

**MBA
USP
ESALQ**

**SPECIAL TOPICS - LEADERSHIP
IN DATA SCIENCE**

Mateus C. Gerolamo

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Leadership in Data Science

Prof. Mateus C. Gerolamo

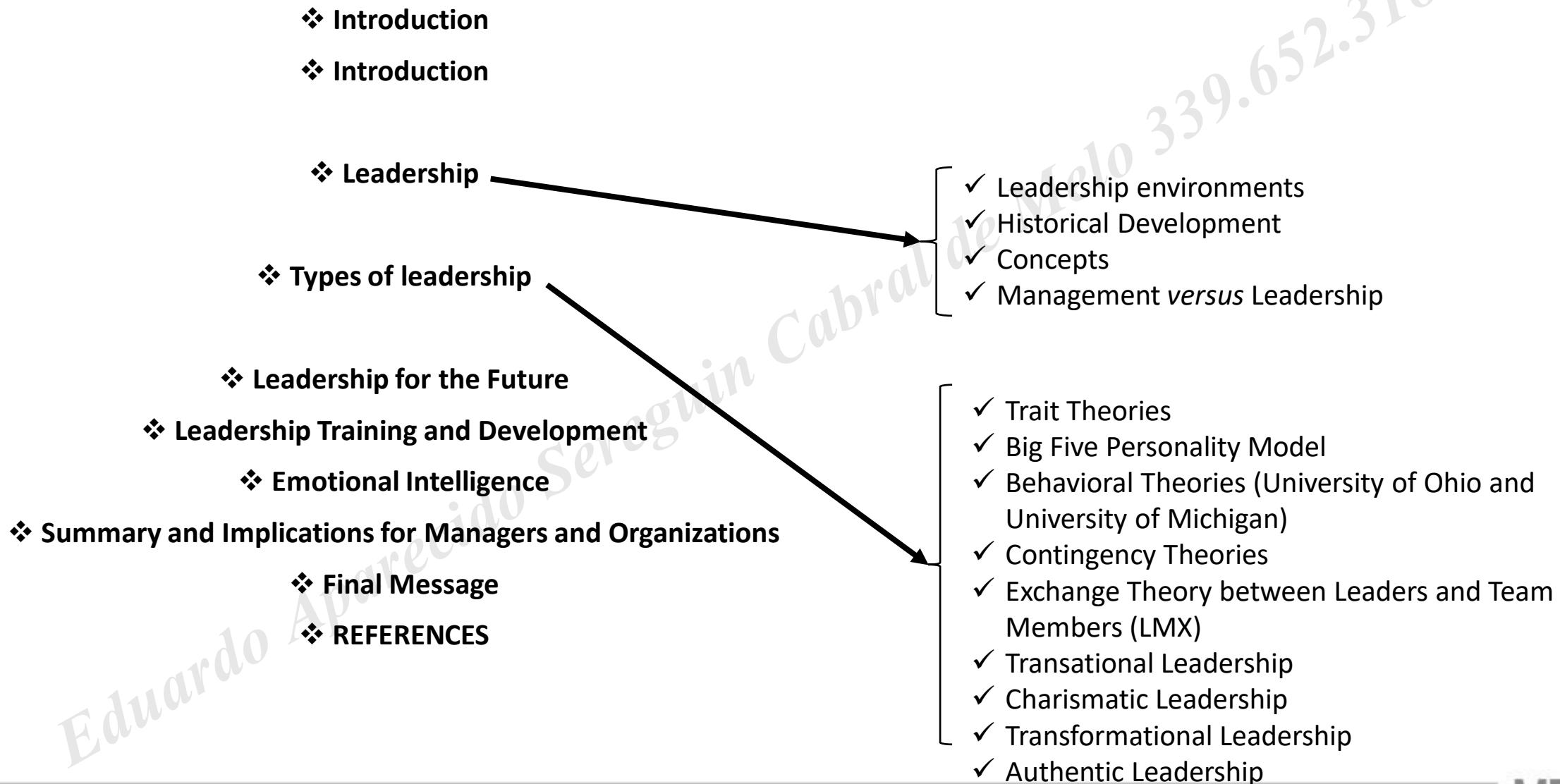
MBA USP
ESALQ

Data Science

October 04, 2022



Agenda / Content



Introduction



Mateus C. Gerolamo

Associated Professor



CHANGE AND INNOVATION MANAGEMENT RESEARCH GROUP
DEPARTMENT OF PRODUCTION ENGINEERING
SÃO CARLOS ENGINEERING SCHOOL
UNIVERSITY OF SÃO PAULO

- ❖ Professor at University of São Paulo (USP).
- ❖ Area of operation includes Quality, Change, and Innovation Management.
- ❖ Associate Professor at USP and Post-doctorate at the Berlin Institute of Technology (TUB).
- ❖ Doctor and Master in Production Engineering by USP.
- ❖ More than 15 years of experience in research, teaching, and consulting projects with an emphasis on Change Management and Organizational Culture.
- ❖ Experiences in several sectors: food, automotive, civil construction, cosmetics, education, health, services, textile, among others, in small, medium, large, and third sector companies.
- ❖ Responsible for classes in undergraduate courses, *lato* and *stricto sensu* graduate courses, and MBA.
- ❖ Teaches MBA courses at USP and UFSCar (Change and Innovation Management, Leadership, *Balanced Scorecard*, Quality Management)
- ❖ Author of books, national and international articles, reviewer of international journals, including the *Journal of Organizational Change Management*.
- ❖ CTT1 Certificate (*Cultural Transformations Tools*) – Richard Barrett Centre.

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Google Scholar: <https://scholar.google.com.br/citations?user=t5efBTUAAAAJ>

ORCID: <https://orcid.org/0000-0002-6535-0904>

Scopus: <https://www.scopus.com/authid/detail.uri?authorId=6504619454>

Research ID: <http://www.researcherid.com/rid/G-7182-2012>

Research Gate: https://www.researchgate.net/profile/Mateus_Gerolamo

Research team: <http://change.prod.eesc.usp.br>

Facebook: <https://www.facebook.com/groups/gestaodamudanca>

Curriculum Lattes: <http://lattes.cnpq.br/3002611390279533>

EESC: <https://eesc.usp.br/>

USP: <https://www5.usp.br/>

Research Group: <http://change.prod.eesc.usp.br>

The screenshot shows the homepage of the CHANGE website. At the top, there is a navigation bar with links for HOME, ABOUT US, RESEARCH FIELDS, PUBLICATIONS, and OUR CONNECTIONS. The main header features the word "CHANGE" in large letters, with "CHANGE AND INNOVATION MANAGEMENT" below it. A banner on the left side of the page displays a large "65" to celebrate the 65th anniversary of EESC-USP, with the years "1953" and "2018" at the top and bottom respectively. Below the banner, there is a "ABOUT US" button highlighted in blue, and a "RESEARCH AREAS" button. To the right of the banner, there is a QR code. The background of the page is a photograph of a modern building with many windows and a green wall covered in pink flowers.

CHANGE AND INNOVATION MANAGEMENT

The soft side of Digital Transformation, Circular Economy, Industry 4.0 and Conscious Business

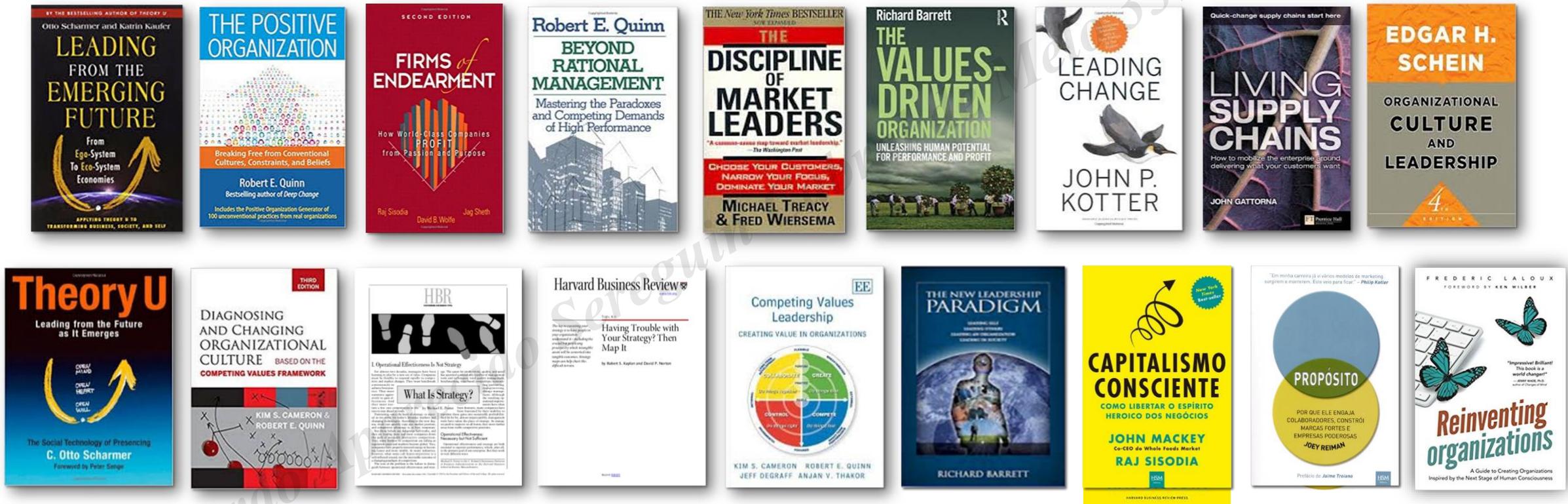
[ABOUT US](#) [RESEARCH AREAS](#)

ABOUT US

We are a group of Professors, Ph.D., Master, and Undergraduate students working together in order to develop and adapt Change and Innovation Management theories, methods, and techniques aiming at delivering to the academy, enterprises, government, and society knowledge and practical tools to conduct transformation journeys towards the new business trends such as Innovation, Digital Transformation, Circular Economy, Industry 4.0 and Conscious Business.



Main sources of Inspiration for Research, Application and Teaching



Mateus C. Gerolamo, Production Engineering, School of Engineering of São Carlos (EESC), University of São Paulo (USP), Change Management

Recommended Reading List



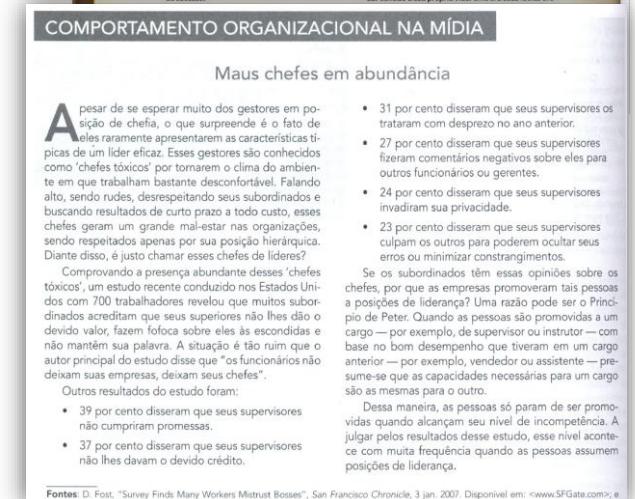
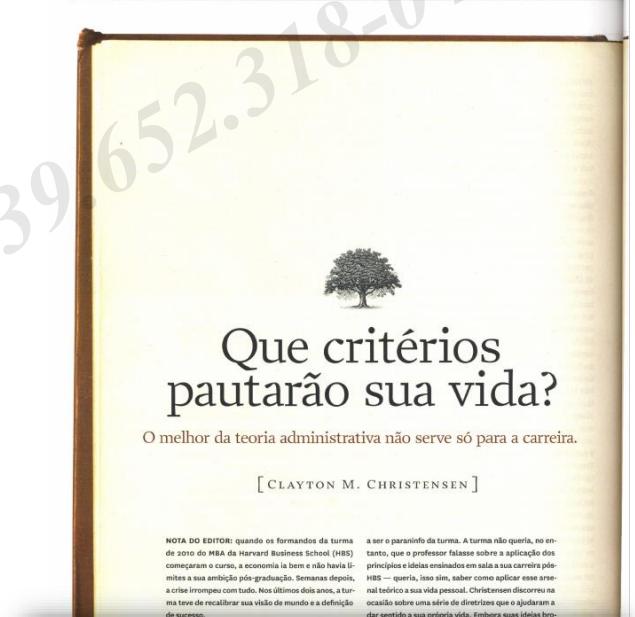
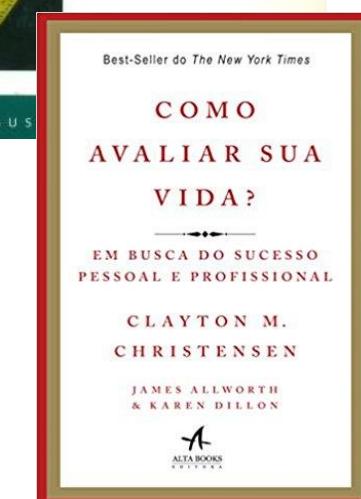
EXAMPLES

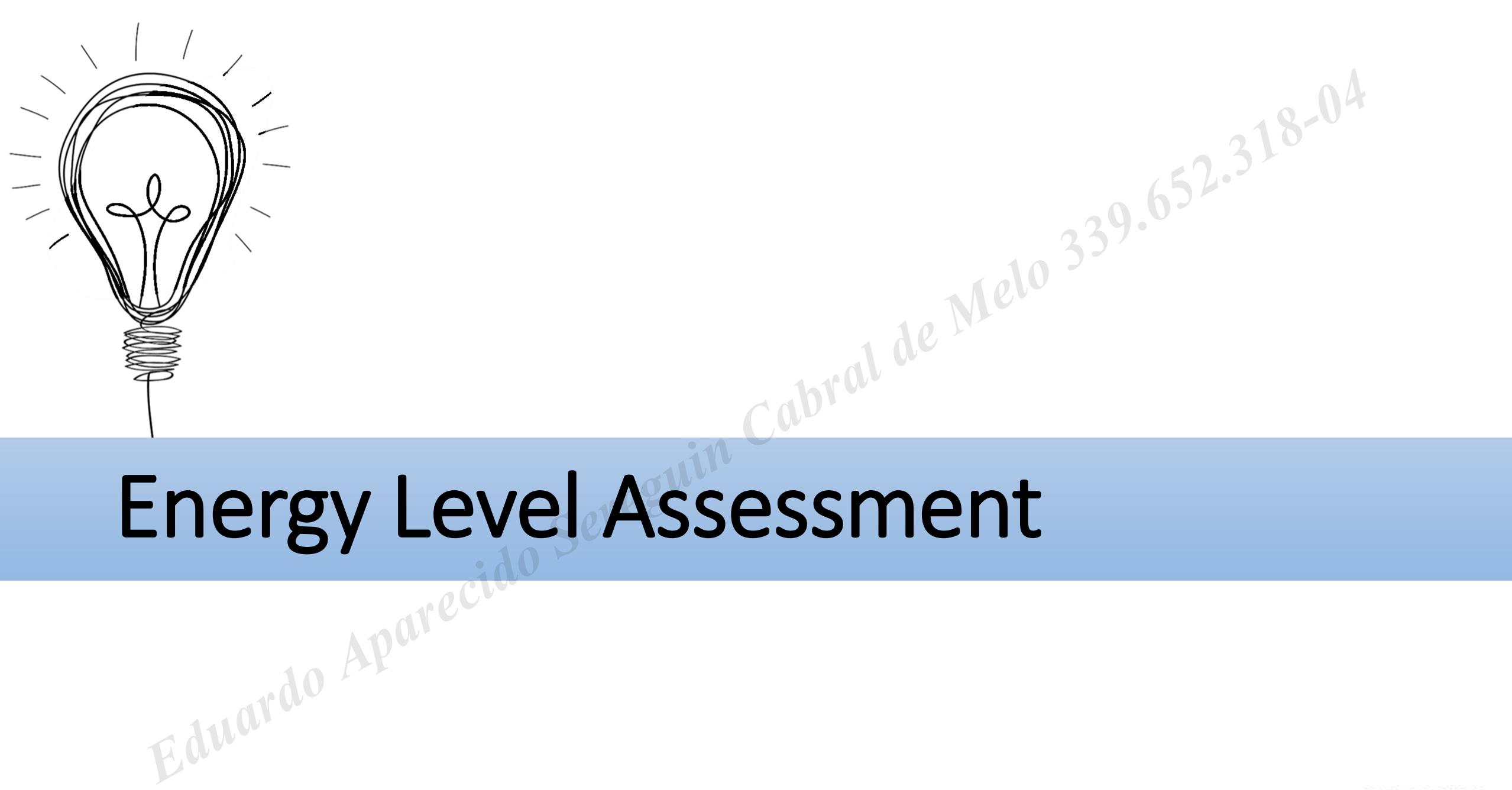
"Falar que o dinheiro é o propósito do seu negócio é como dizer que respirar é o propósito da vida"

Edward Freeman, professor e filósofo americano, defende que levar em conta as preocupações dos stakeholders não é só fundamental, como até mais lucrativo para a empresa

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Energy Level Assessment

Introduction

- Manage your Energy, not your Time!

Are you about to
have a crisis?

How is your
energy?

Source: Schwartz and McCarthy (2007)

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Harvard
Business
Review



MANAGING YOURSELF

Manage Your Energy, Not Your Time

by Tony Schwartz and Catherine McCarthy

FROM THE OCTOBER 2007 ISSUE

Steve Wanner is a highly respected 37-year-old partner at Ernst & Young, married with four young children. When we met him a year ago, he was working 12- to 14-hour days, felt perpetually exhausted, and found it difficult to fully engage with his family in the evenings, which left him feeling guilty and dissatisfied. He slept poorly, made no time to exercise, and seldom ate healthy meals, instead grabbing a bite to eat on the run or while working at his desk.

Wanner's experience is not uncommon. Most of us respond to rising demands in the workplace by putting in longer hours, which inevitably take a toll on us physically, mentally, and emotionally. That leads to declining levels of engagement, increasing levels of distraction, high turnover rates, and soaring medical costs among employees. We at the Energy Project have worked with thousands of leaders and managers in the course of doing consulting and coaching at large organizations during the past five years. With remarkable consistency, these executives tell us they're pushing themselves harder than ever to keep up and increasingly feel they are at a breaking point.



Your Energy Assessment

- Answer the questions by placing an "x" in alternatives you think that correspond to your daily life;
- Evaluate the following dimensions:
 - Physical,
 - Emotional,
 - Mental, and
 - Spiritual;



Manage Your Energy, Not Your Time

by Tony Schwartz and Catherine McCarthy

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Source: Schwartz and McCarthy (2007)



Your Energy Assessment

- General Result:

0 – 3: Excellent ability to manage energy

4 – 6: Ability to manage reasonable energy

7 – 10: A significant deficit in the ability to manage energy

11 – 16: A severe deficit in the ability to manage energy

- Result by Category:

0: Excellent ability to manage energy

1: Strong ability to manage energy

2: A significant deficit in the ability to manage energy

3: Poor ability to manage energy

4: A severe deficit in the ability to manage energy

Harvard
Business
Review



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Source: Schwartz and McCarthy (2007)



Your Energy Assessment

- **Action Plan**

Document your action plan for that week to improve your energy management.

- **Result**

After one week, describe the impact of the chosen action on your ability to exercise self-control and your productivity.



Harvard Business Review

Manage Your Energy, Not Your Time

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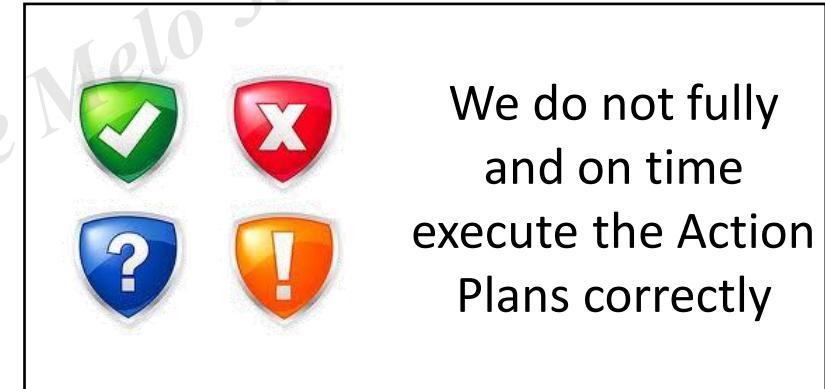
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Source: Schwartz and McCarthy (2007)

Introduction

Introduction

- Why do we fail?



Source: Falconi (2009), O Verdadeiro Poder, page 3.

Introduction

- What Do We **Need** to Do to Not Fail?



Management is focused on the ends and therefore on the overall **mission** of any organization...

Source: Falconi (2009), O Verdadeiro Poder, page 3.

Introduction

*"Satisfy human
needs"*

What is the General Mission of an Organization?



Source: Falconi (2009), O Verdadeiro Poder, page 3.

Introduction

Who are the Human Beings in an Organization?

There are four types of human beings that are in the goals of any organization and are called *stakeholders* or “interested parties”:



CUSTOMERS



Shareholders



Collaborators



Who else?

Source: Falconi (2009), O Verdadeiro Poder, page 3.

Introduction

- Good **Leadership** should consider all these dimensions of metrics at all levels of an organization:



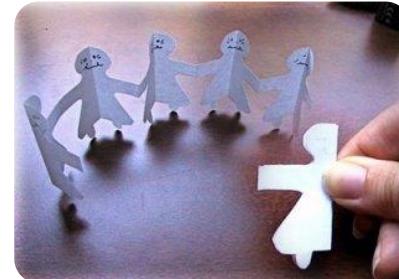
Financial Focus



Focus on the
Collaborators



FOCUS ON THE CLIENT



Focus on the Society

"This is rare, but this is how it should be!"

Source: Falconi (2009), O Verdadeiro Poder, page 4.

Introduction

- It is necessary to meet the requirements (needs and/or desires) of the main *stakeholders* of the organization! Use of indicators!



- If **Customers** were the most important *stakeholders*, what would be the main indicator?



- If **Employees** were the most important *stakeholders*, what would be the main indicator?



- If **Society** were the most important *stakeholder*, what would be the main indicator?



- If **Shareholders** were the most important *stakeholders*, what would be the main indicator?



Source: Falconi (2009), O Verdadeiro Poder, page 3.

Introduction

Performance Measurement System and Use of Indicators:

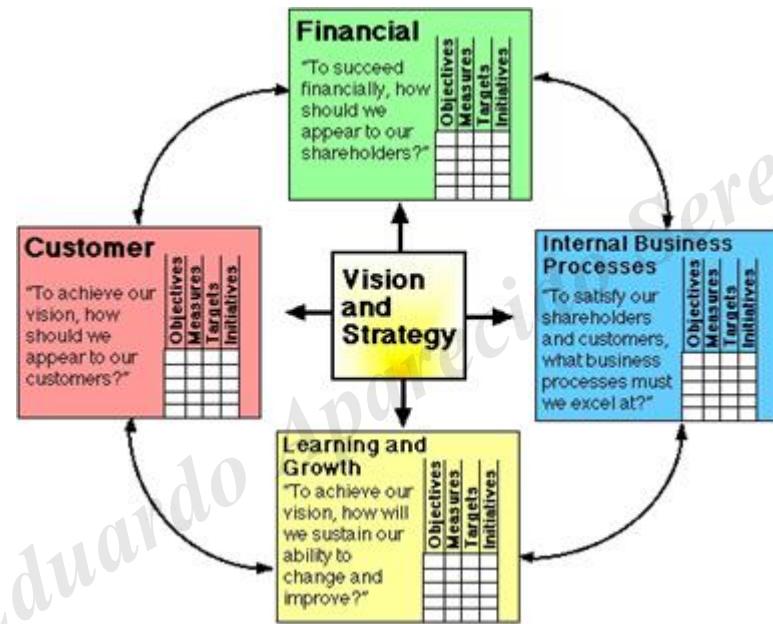
- The most important message is that these indicators cannot be tracked by top management alone;
- They must be deployed throughout the organization so that they can be worked on continuously;
- Indicators established in different and important dimensions of the organization give rise to several others, in a process of deployment, and if all indicators are aligned through cause and effect relationship, the company will be aligned to ensure its own survival.

Source: Falconi (2009), O Verdadeiro Poder, page 7.

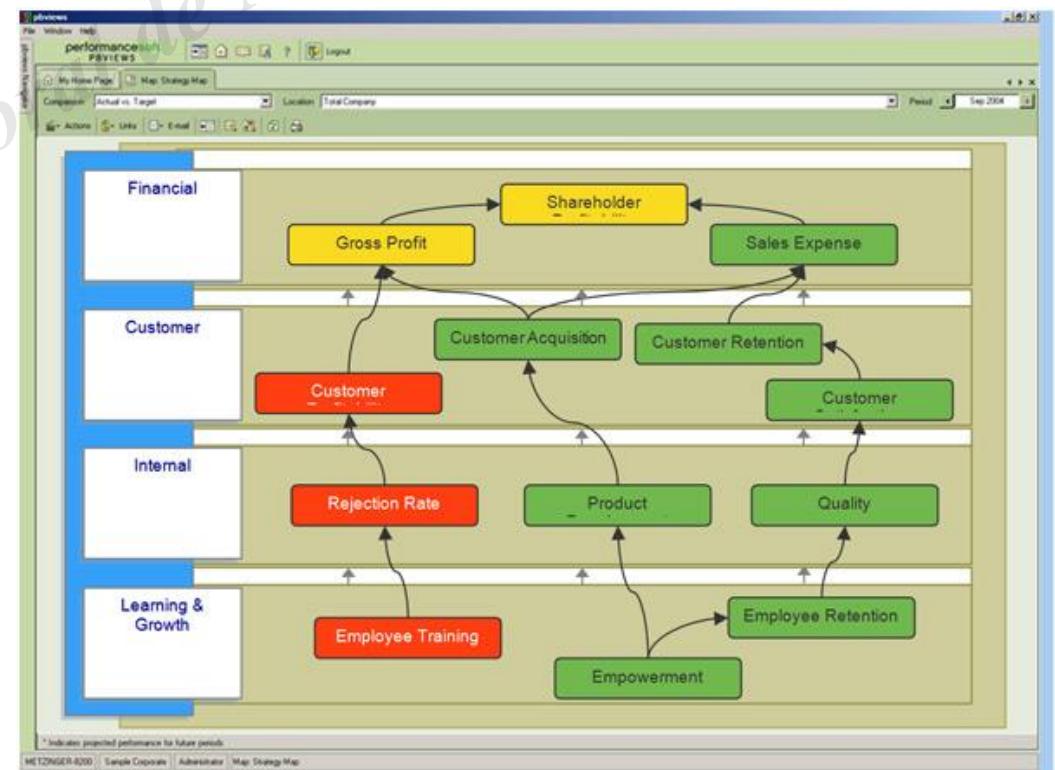
Introduction

- Performance Measurement System and Use of Indicators:

Balanced Scorecard (BSC)



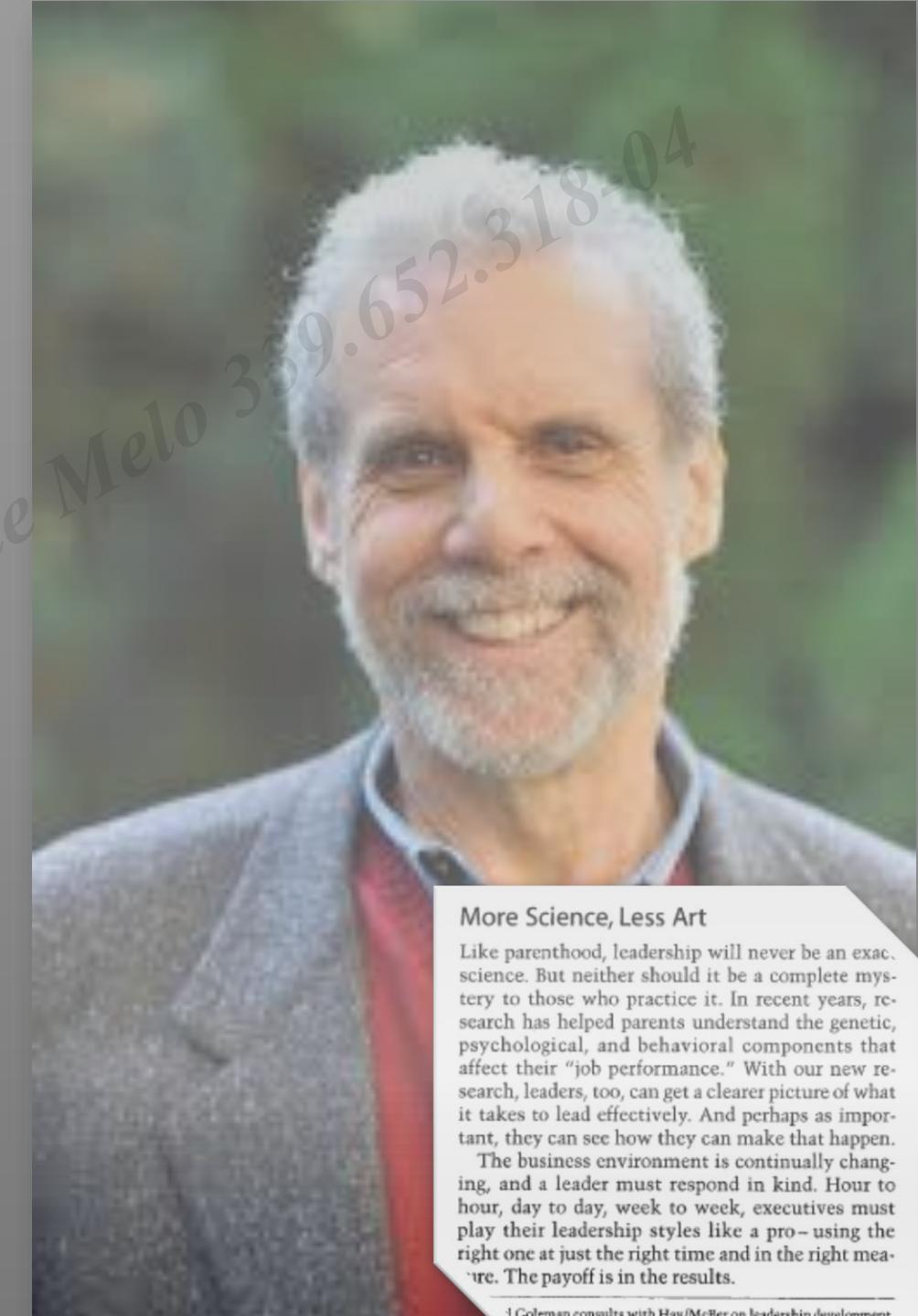
Balanced Scorecard (BSC) – Strategic Map



"Like parenting, leadership will likely never be an exact science. But it doesn't have to be a complete mystery to those who practice it either... research has helped parents understand the genetic, psychological, and behavioral components that affect their "work performance"... Like parents, leaders can also get a clear picture of what they need to lead effectively. And perhaps just as importantly, they can see how to make it happen."

"The business environment is continually changing and a leader must respond in kind. Hour by hour, day by day, week by week, executives must perform their leadership styles like a professional, using what is right, at the right time, and in the right measure. The return will be perceived through your results."

Source: Goleman, D. (200), *Leadership that Gets Results*, p. 90.



More Science, Less Art

Like parenthood, leadership will never be an exact science. But neither should it be a complete mystery to those who practice it. In recent years, research has helped parents understand the genetic, psychological, and behavioral components that affect their "job performance." With our new research, leaders, too, can get a clearer picture of what it takes to lead effectively. And perhaps as important, they can see how they can make that happen.

The business environment is continually changing, and a leader must respond in kind. Hour to hour, day to day, week to week, executives must play their leadership styles like a pro—using the right one at just the right time and in the right measure. The payoff is in the results.



Two Mind Maps

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Mind Maps

Leadership just means a position of authority and superiority over others.

Motivation follows instructions, rewards and punishments

People seek self interest

People prefer the status quo

People limit themselves to their responsibilities

Mental Map # 1

Leaders have a unique style: either task-focused or people-focused

People receive privileges based on their position/status

People feel fear

People compete for limited resources

The organization focuses on unnecessary bureaucracies

Culture based on conflicts between areas

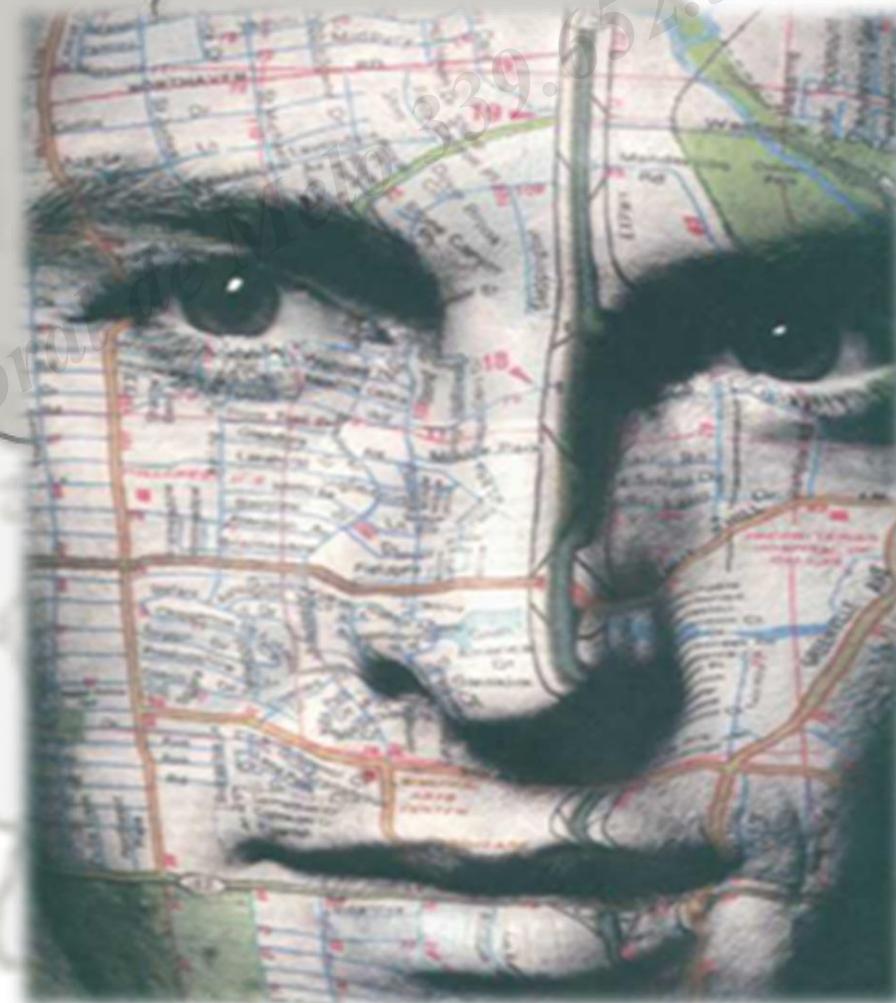
Source: Quinn, R. Positive Organization, 2015.

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Mind Maps

(Source: Black and Gregersen, 2003, Leading Strategic Change, apud Robert Quinn)

“If leaders can't change their mind maps, they can't change the destinies people follow, nor the paths that will take them there!”



Source: Quinn, R. Positive Organization, 2015.

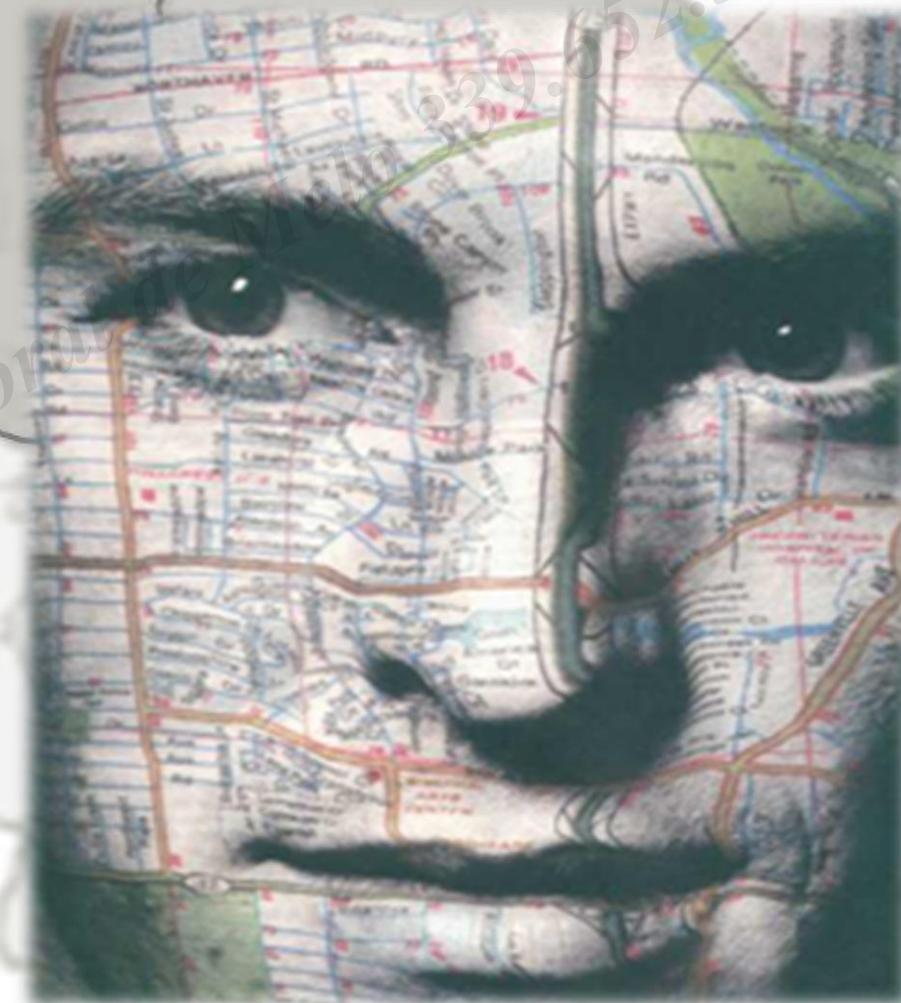
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Source: greggfetter.blogspot.com

Mind Maps

(Source: Black and Gregersen, 2003, Leading Strategic Change, apud Robert Quinn)

“If leaders can't change
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Mind Maps

Leadership just means a position of authority and superiority over others.

Motivation follows instructions, rewards and punishments

People seek self interest

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People limit themselves to their responsibilities

Mental Map # 1

Leaders have a unique style: either task-focused or people-focused

People receive privileges based on their position/status

People compete for limited resources

The organization focuses on unnecessary bureaucracies

Culture based on conflicts between areas

Leadership means influence, regardless of authority or formal position

Leaders are both task-focused and people-focused

People are valued regardless of their hierarchical position or status

People feel confident

People expand their funding sources

The organization has agility to act and decide

Collaborative Culture

Motivation follows purpose, inspiration, and intrinsic rewards

People show compassion/respect

People seek growth

People expand their roles

Mental Map # 2

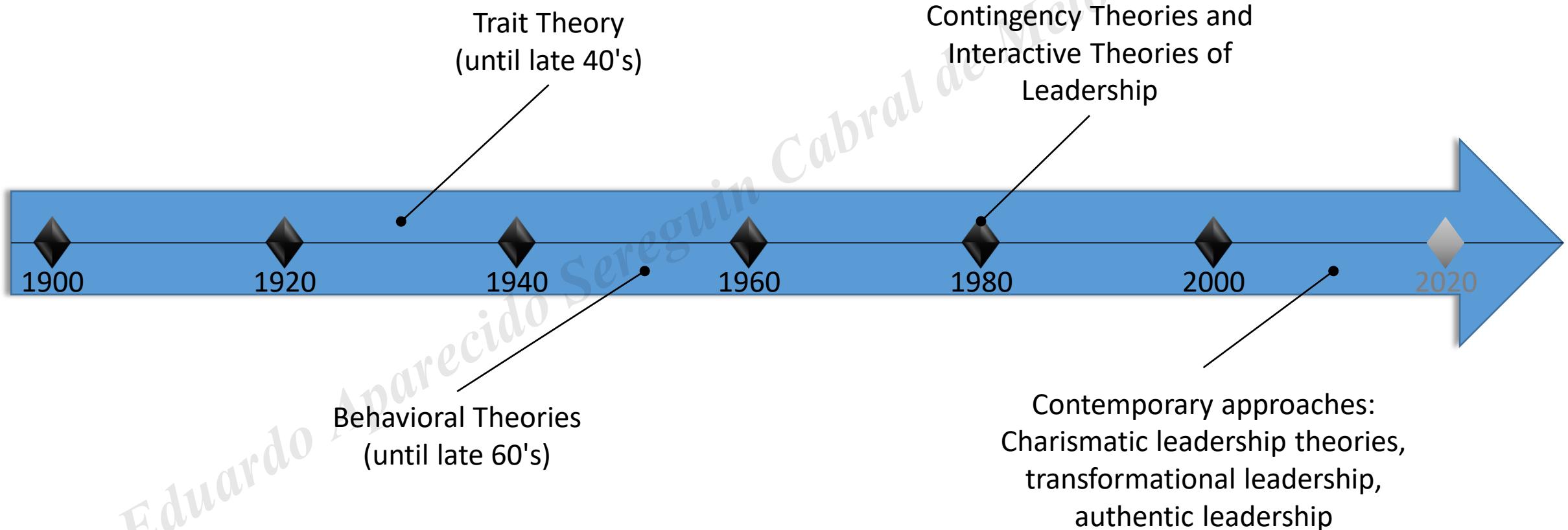


Historical Development and Concepts

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Introduction

- **Leadership** concept development timeline



Source: Robbins et al. (2010), Comportamento Organizacional, page 358.

Introduction

Influence of Psychology Theories in the development of the concept

Neuroscientific
See behavior from the perspective of biological functioning

Behavioral
Focus on observable behavior

Psychodynamics
Believes that behavior is motivated by unconscious internal forces over which the person has little control

Cognitive
Examines how people understand and think about the world

Humanist
Holds that people can control their behavior and that they naturally try to reach their fullest potential

MAIN PERSPECTIVES OF PSYCHOLOGY

Source: Renner (2012), Psico, page 23.

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Introduction

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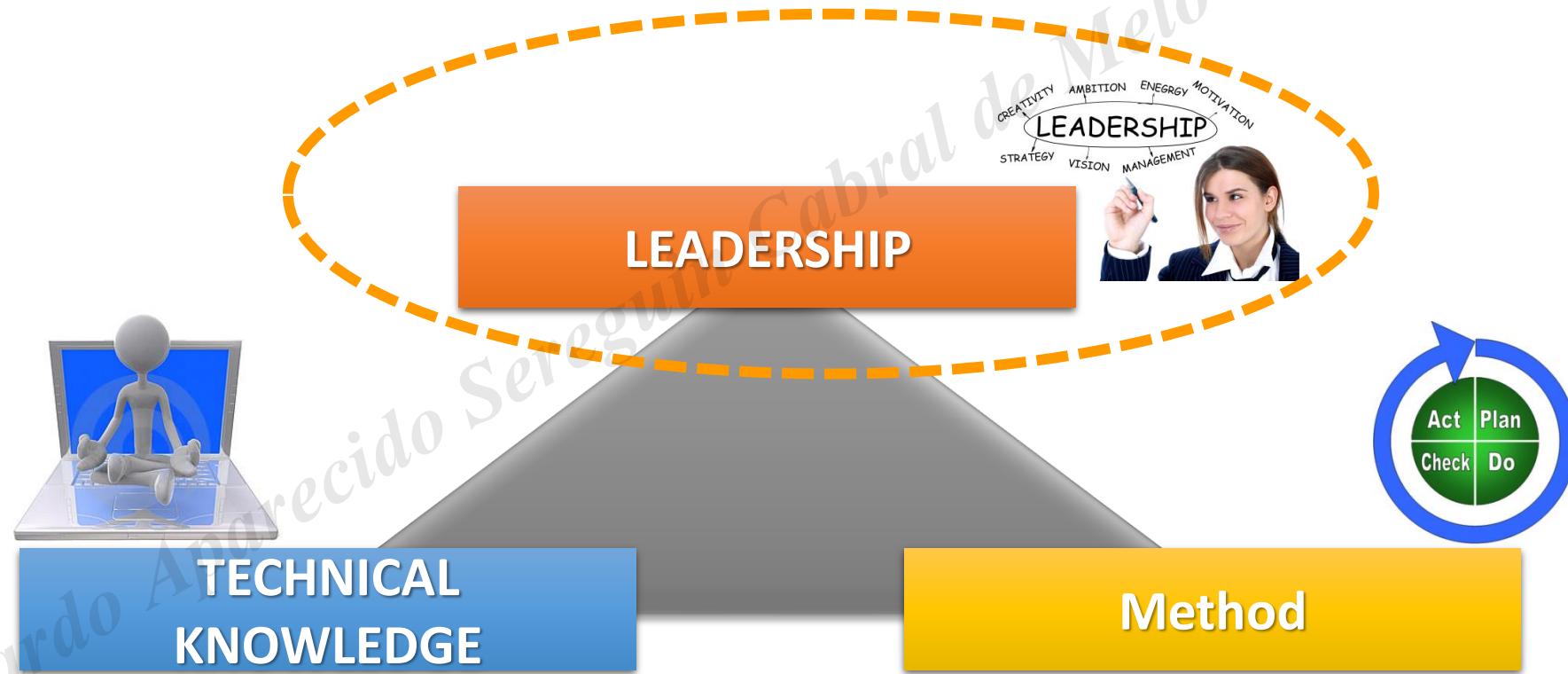


Issue	Neuroscientific	Cognitive	Behavioral	Humanist	Psychodynamic
<i>Nature (heredity) versus Environment</i>	Nature (heredity)	Both	Environment	Environment	Nature (heredity)
<i>Conscious versus Unconscious determinants of behavior</i>	Unconscious	Both	Conscious	Conscious	Unconscious
<i>Observable behavior versus Internal mental processes</i>	Internal emphasis	internal emphasis	Observable emphasis	Internal emphasis	Internal emphasis
<i>Free will versus Determinism</i>	Determinism	Free will	Determinism	Free will	Determinism
<i>Individual differences versus Universal principles</i>	Universal emphasis	Individual emphasis	Both	Individual emphasis	Universal emphasis

Source: Kenner (2012), PSICO, page 25.

Introduction

There are three fundamental factors for achieving results in any human initiative:



Source: Falconi (2009), O Verdadeiro Poder, page 13-19.

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Introduction

Among the three factors (leadership, technical knowledge, and method), **leadership** is the most important thing in an organization;

Without it nothing happens;

There is no point in method or technical knowledge if there is no **leadership** to make it happen.

LEADERSHIP



Source: Falconi (2009), O Verdadeiro Poder, page 13-19.

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Leadership Concept

Leadership is the ability to influence a group of people to achieve goals and objectives;

Leadership is about managing change;

Leaders set directions by developing a vision of the future, then they engage people, communicate that vision to them, and inspire them to overcome obstacles.

Source: Robbins et al. (2010), Comportamento Organizacional, page 359.

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Leader Agenda



Source: Falconi (2009), O Verdadeiro Poder, page 14.



Management (Managers) versus Leadership (Leaders)

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Managers versus Leaders



Organizations need:

Managers are capable of drawing up detailed plans, creating efficient organizational structures, and managing day-to-day operations.

Strong leadership and management to achieve the optimal level of effectiveness.

Leaders who challenge the *status quo*, create visions of the future, and can inspire members of the organization, want to recognize those visions.

Source: Robbins et al. (2010), Comportamento Organizacional, page 360.

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Managers versus Leaders



Organizations today are over-managed and under-led;

It is not a matter of being a leader rather than a manager;

Leadership complements management, it does not replace him;

Smart companies value both types of professionals – managers, and leaders – and work hard to make them part of the same team;

In the same way that organizations need good managers to deal with their complex problems in today's business environments, organizations also need to develop a culture to create leadership.

Source: Adapted from Kotter, J. P. What Leaders Really Do; Harvard Business Review, May-Jun 1990, p. 102-111.

Managers versus Leaders

Managers

Complexity

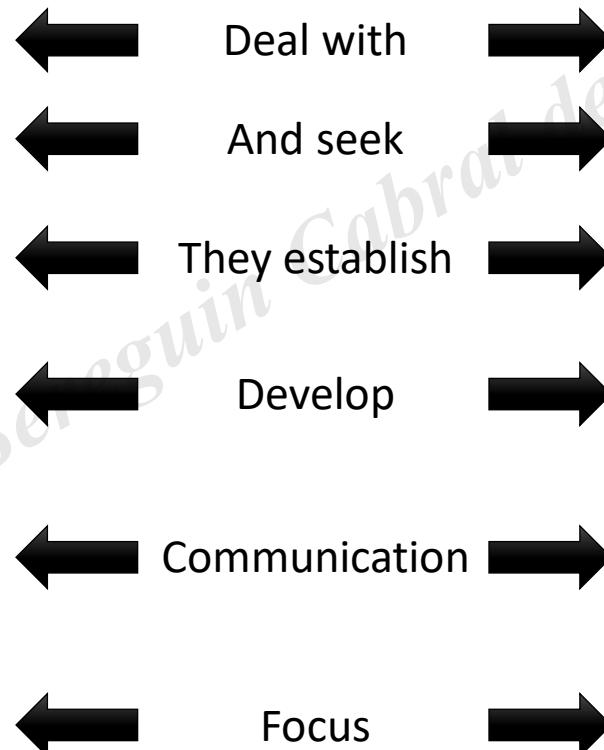
Order and consistency

Goals and objectives

The organizational structure and functions
to carry out the plans established

Plans for people delegating responsibility
for implementation

In the detailed monitoring of the results
obtained *versus* planned



Leaders

Transformation Challenges

Organizational Changes

Guidance, future view

The organization focusing on aligning people
towards the established vision

The vision for those who can build committed
coalitions

On motivation and inspiration, keeping
people on track, supporting people in
overcoming barriers

Source: Adapted from Kotter, J. P. What Leaders Really Do; Harvard Business Review, May-Jun 1990, p. 102-111.

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Managers versus Leaders

Managers	Leaders
Good managers deal with complexity and bring a degree of order and consistency to the business.	Effective leaders deal with organizational change.
They establish objectives and goals, break them down into detailed steps to achieve their goals, and allocate resources to carry out those plans.	They establish a direction, that is, a vision of the future for the organization (usually a more distant future).
They create an organizational structure and set of roles for carrying out established plans, assigning qualified individuals to roles, communicating the plan to such people, delegating responsibility for carrying out the plan, and developing systems to monitor implementation.	They develop the organization by focusing on aligning people – communicating the new direction to those who can create coalitions who understand the vision and are committed to achieving it.
Monitor in detail the results achieved <i>versus</i> the planned results, both formally and informally, using reports, meetings, and other tools; identifying deviations; and planning and organizing problem solving.	They seek motivation and inspiration – keeping people on track, even when there are major barriers to change, by appealing to their basic human needs (a sense of belonging, recognition, self-esteem, a sense of control over their own lives, and the ability to fulfill people's expectations and ideals), their values and their emotions.

Source: Adapted from Kotter, J. P. What Leaders Really Do; Harvard Business Review, May-Jun 1990, p. 102-111.

Managers versus Leaders



Companies need and many try to develop “leader managers”;

Once organizations understand the fundamental differences between leadership and management, they can begin to treat their key people to advance both areas of expertise:
management and leadership!

According to John Kotter, there is a theory that argues that people cannot manage and lead at the same time;

Source: Adapted from Kotter, J. P. What Leaders Really Do; Harvard Business Review, May-Jun 1990, p. 102-111.

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Managers versus Leaders



However, when companies begin to prepare people for their executive positions, they often ignore the theory that argues that people cannot manage and lead at the same time. They try to develop leading managers.

Once organizations understand the fundamental differences between leadership and management, they can begin to treat their key people to advance both areas of expertise: management and leadership!

Source: Adapted from Kotter, J. P. What Leaders Really Do; Harvard Business Review, May-Jun 1990, p. 102-111.



CASE STUDY IN LEADERSHIP

Case: Sara and Davi



- Adapted ZF – Zenger Folkman –

Source: ZF – Zenger Folkman Company, Leadership Case Study: Inspires and Motivates Others to High Performance, 2012.

CASE STUDY IN LEADERSHIP

Case: Sara and Davi

ToU is a leader in the development and manufacture of a wide range of custom hardware solutions. The company prides itself on being admittedly honest and straightforward in its dealings with customers and employees, and on its ability to deliver difficult projects on time. Sara has been a senior manager at ToU for four years and leads a team in the company's personalized services area. In a recent 360-degree assessment survey, Sara scored above average (in the 70th percentile) on her leadership skills, specifically on the competency "inspire and motivate others to high performance". His report also indicated that his manager, colleagues, and direct reports considered this competency critical for someone in his position. Some of the comments written in her research indicated that if she demonstrated and applied this competency more often, it would have a positive and significant impact on her success at work. For these reasons, she is focusing her leadership development next year on this competency.

Davi is one of Sara's direct reports, who has worked at ToU for over nine years and whose track record has been outstanding. It is generally known among the team that Davi does not have as strong a technical record as most of his teammates. At the same time, everyone recognizes that he has a very efficient work style and will put in any extra hours needed to meet personal and team goals. He transferred from a different group and joined Sara's team almost two years ago.

Unfortunately, David has had several performance setbacks at work over the past three months. One revolved around some missed critical tasks and late deliveries. Sara had assigned him two projects with some additional goals that would not be easy for David to achieve but had made these assignments specifically to give him the development opportunities he had requested. This approach was typical for her, since she usually has a positive approach and demonstrates trust in her team. She had worked closely with him on his plans and had followed up regularly with him during the weeks that preceded the project due dates.

At all times she was sure that everything was on the right track. These were very visible flaws that ended up impacting the performance of Sara's entire team. The other setbacks were related to workplace clashes he had at different times with several of his teammates after the missed tasks.

Sarah has met with David frequently during these last few months. She quickly positioned herself to draw attention to his missed responsibilities and inappropriate behavior, wanting to be clear to him and the team that she was holding him accountable for his actions. She interviewed Davi's teammates to understand what happened and the impact these situations were having on him and the team. She also spent a lot of time with David to get his perspective, trying to understand what was behind David's unusual behavior and help him get back on track. During her encounters with him, she would sometimes downplay the seriousness of situations to make him feel better about himself.

During Sara's coaching meetings with David over the past two weeks, she has come to understand that there are several things that are likely to contribute to David's recent performance issues. He shared some personal (financial and family) issues that worried him. He is also troubled by some of the process and role changes in the team that Sara instituted a few months ago that caused changes in his daily work responsibilities.

David accepted Sara's feedback, acknowledged and took responsibility for his actions. Although his issues are improving, they are still an obvious concern for him. He's also clearly confused about how to handle changes in his job. One of Sara's biggest concerns now is how to bring back the outstanding performance that Davi had on previous projects and make him contribute more to the team, despite his current obvious discouragement and lack of confidence.

Source: adapted from ZF – Zenker Folgman Company, Leadership Case Study: Inspires and Motivates Others to High Performance, 2012.

CASE STUDY IN LEADERSHIP

Reflection on the case

After reading the case, quote:

1. At least one positive leadership characteristic that Sara has.
2. At least one negative trait affects Sara's performance as a leader.
3. At least one important leadership trait that Sara did not demonstrate.



Source: adapted from ZF – Zenker Folgman Company, Leadership Case Study: Inspires and Motivates Others to High Performance, 2012.

Types of leadership

- Trait Theories
- Behavioral Theories
- Contingency Theories
- Exchange Theory between Leaders and Team Members
- Transactional Leadership
- Charismatic Leadership
- Transformational Leadership
- Authentic Leadership



Overview: Main Leadership Theories

Teorias de Liderança

Authentic Leadership

Authentic leaders act according to their values and beliefs, openly, and honestly. They are seen as ethical and trustworthy people.

Trait Theory

It seeks to identify the personal qualities and characteristics, the personality traits, that differentiate leaders from non-leaders.

Transformational Leadership

Inspiration of the followers to transcend their own interests for the good of the organization or the group, being able to make a profound and extraordinary impact on their followers.

Behavioral Theories

Two dimensions: production-oriented leadership and people-oriented leadership. The influences of behavioral theories suggest that it is possible to train people to be leaders.

Charismatic Leadership

Leaders inspire their followers through words, ideas, and behaviors using the heroic abilities attributed to the followers.

Contingency Theories

Contingency theories focus on the influence of the situation in which leadership is inserted (context). The performance depends on the leader's style but also the situation.

Contingency Model

Situational Theory

Path-goal Theory

Theory of participation and leadership

Transactional Leadership

Transactional leaders lead or motivate their followers toward established goals by clarifying roles and task requirements.

Exchange between leaders and led

It is a theory that proposes that leaders create "inside" and "outside" groups. In other words, leaders establish a special relationship with a small number of followers.

Types of leadership

Trait Theories; Big Five Personality

Trait Theory

Definitions

Trait Theories

Trait theories seek to identify the personal qualities and characteristics that differentiate leaders from non-leaders. It is a personality model that seeks to identify the basic traits needed to describe personality;

Traits are consistent characteristics and behaviors displayed in different situations;



Personality traits are enduring characteristics that can describe a person's behavior;

Some research supports the idea that traits are strong **predictors of leadership**;

Source: Robbins et al. (2010), Comportamento Organizacional, page 128; 360-361.

Source: Renner (2012), Psico, page 270; 276.

Trait Theories



Personality is the sum of the ways a person reacts and interacts with others. It is the pattern of enduring characteristics that produce consistency and individuality in a given person;

A **personality trait** is a particular attribute or characteristic of an individual's personality;

Origin of the concept: 1920

Great leaders such as Buda, Napoleon, Churchill, and Getúlio Vargas were described based on their personality traits;

Source: Robbins et al. (2010), Comportamento Organizacional, page 127; 360-361.

Source: Renner (2012), Psico, page 270; 276.

Source: Oxford Living Dictionaries <https://en.oxforddictionaries.com/definition/personality_trait>.



Big Five Personality Model (Big Five Factors)

Trait Theory

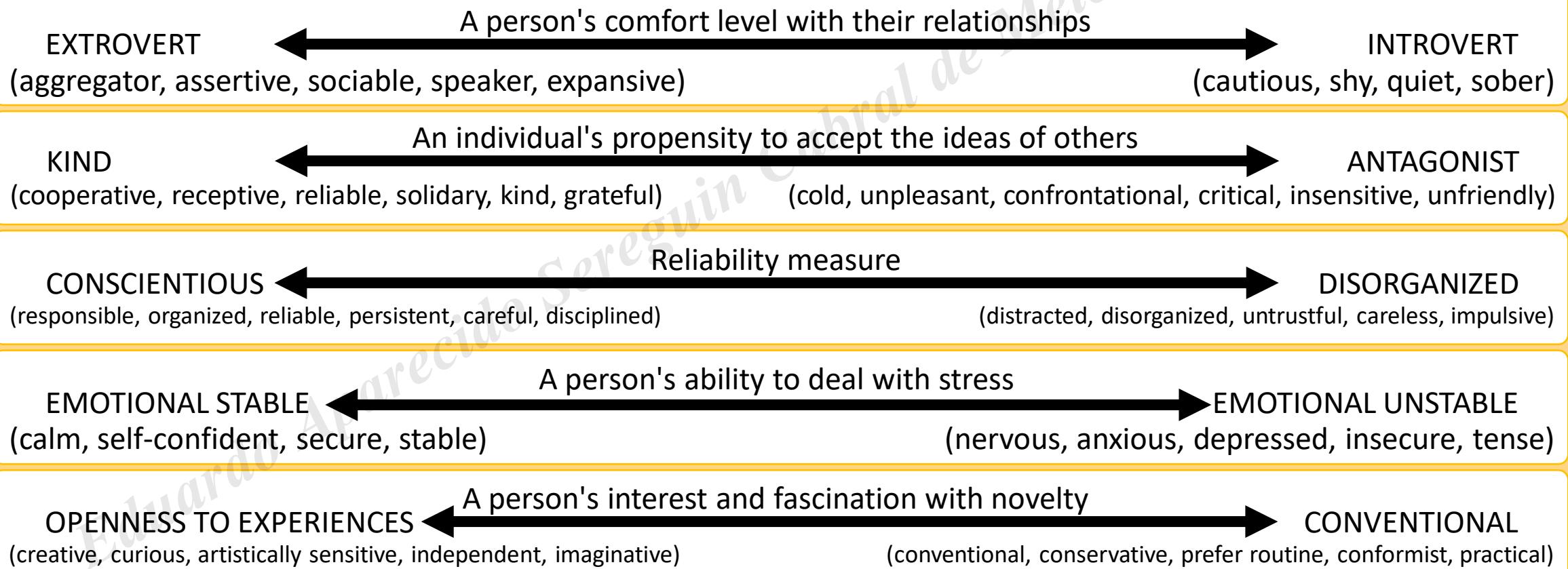
Trait Theories

Big Five Model Trait	Why is it important?	What does this affect?
Extroversion	<ul style="list-style-type: none"> • Better interpersonal skills • Greater social dominance • Greater emotional expression 	<ul style="list-style-type: none"> • Better performance (teamwork) • Increased leadership • Greater satisfaction in life and work
Socialization / Kindness	<ul style="list-style-type: none"> • Most loved • Less contentious and more resigned 	<ul style="list-style-type: none"> • Better performance (teamwork) • Lower levels of deviant behavior at work
Achievement / Conscientiousness	<ul style="list-style-type: none"> • Greater effort and persistence • More energy and discipline • More organized and planner 	<ul style="list-style-type: none"> • Better performance • Increased leadership • Greater longevity
Emotional Stability (Neuroticism)	<ul style="list-style-type: none"> • Fewer negative thoughts and emotions • Less hypervigilance 	<ul style="list-style-type: none"> • Greater personal and work satisfaction • Lower stress levels
Openness to Experiences	<ul style="list-style-type: none"> • Increase in the level of learning • More creativity • Greater flexibility and autonomy 	<ul style="list-style-type: none"> • Performance in training • Increased leadership • More adaptable to change

Trait Theories



Factors of the Big Five Model of Personality



Trait Theories



Factors of the Big Five Model of Personality

Most of the traits identified in leadership research can be included in one of the dimensions of the Big Five model, which supports the idea that traits are strong predictors of leadership.

Source: Robbins et al. (2010), Comportamento Organizacional, page 360-361.

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Trait Theories



Factors of the Big Five Model of Personality

Extraversion is the most important trait of an effective leader. However, this characteristic is more associated with the emergence of the leader than its effectiveness. The most sociable and dominant people tend to impose themselves in group situations;

Conscientiousness and **openness to new experiences** are also strongly associated with leadership.

Source: Robbins et al. (2010), Comportamento Organizacional, page 360-361.

Trait Theories



Factors of the Big Five Model of Personality

In general, leaders who:

- like to be surrounded by people,
- are assertive (extroverted), disciplined,
- are able to keep the commitments they make (conscientious), and
- are creative and flexible (open to change)...

... seem to have the upper hand when it comes to leadership, suggesting that effective leaders do have some traits in common.

Source: Robbins et al. (2010), Comportamento Organizacional, page 360-361.

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Trait Theories

There are two conclusions regarding trait theories:

Personality traits can help identify leadership;

Traits work better to predict the emergence of leadership than to distinguish between effective and ineffective leaders (the fact that an individual has certain traits and is considered a leader by others does not necessarily mean that he will be successful in leading his group in the future achievement of goals).

Source: Robbins et al. (2010), Comportamento Organizacional, page 360-361.



Types of leadership

Behavioral Theories

Ohio University and University of Michigan

Behavioral Theories

- **Behavioral theories** propose that specific *behaviors* differentiate leaders from non-leaders.
- The influences of **behavioral theories** suggest that **it is possible to train people to be leaders**.
- Two dimensions:
 - Dimension Structure of Initiation or Production-oriented Leadership; and
 - Dimension Consideration or People Oriented Leadership.

Source: Robbins et al. (2010), Comportamento Organizacional, page 361-363.

Behavioral Theories

Two independent dimensions of the leadership behavior (*University of Ohio, 1940's*):

Initiation Structure refers to the degree to which a leader can define and structure their role and that of employees in pursuit of goals achievement (University of Ohio, 1940).

Consideration: it is the degree to which a person is able to maintain working relationships characterized by mutual trust, respect for employees' ideas, and caring for their feelings (source: University of Ohio);

Source: Robbins et al. (2010), Comportamento Organizacional, page 361-363.

Behavioral Theories

Two behavioral dimensions (*University of Michigan*):

Production-oriented leader: it emphasizes the technical and practical aspects of the work, that is, reveals a concern directed towards the execution of tasks and the fulfillment of the group's goals (University of Michigan).

People-oriented leader: it emphasizes interpersonal relationships through personal interest by the employees' needs and acceptance of personal differences among the group members.

Source: Robbins et al. (2010), Comportamento Organizacional, page 361-363.

Behavioral Theories

People-oriented leadership is similar to the **consideration dimension**, whereas **production-oriented leadership** is similar to the **initiating structure dimension**.

Source: Robbins et al. (2010), Comportamento Organizacional, page 361-363.

Behavioral Theories (synthesis)

Initiation Structure Dimension | Production-Oriented Leadership

- ✓ It refers to the degree to which a leader can define and structure their role and that of the employees in the pursuit of achieving objectives (source: University of Ohio);
- ✓ It emphasizes the technical and practical aspects of the work, that is, it reveals a concern directed to the execution of the tasks and the fulfillment of the goals of the group (University of Michigan);

Dimension Consideration | People-Oriented Leadership

- ✓ It is the degree to which a person is able to maintain working relationships characterized by mutual trust, respect for employees' ideas, and caring for their feelings (source: Ohio University);
- ✓ It emphasizes interpersonal relationships through personal interest in employee needs and acceptance of personal differences among group members (University of Michigan);

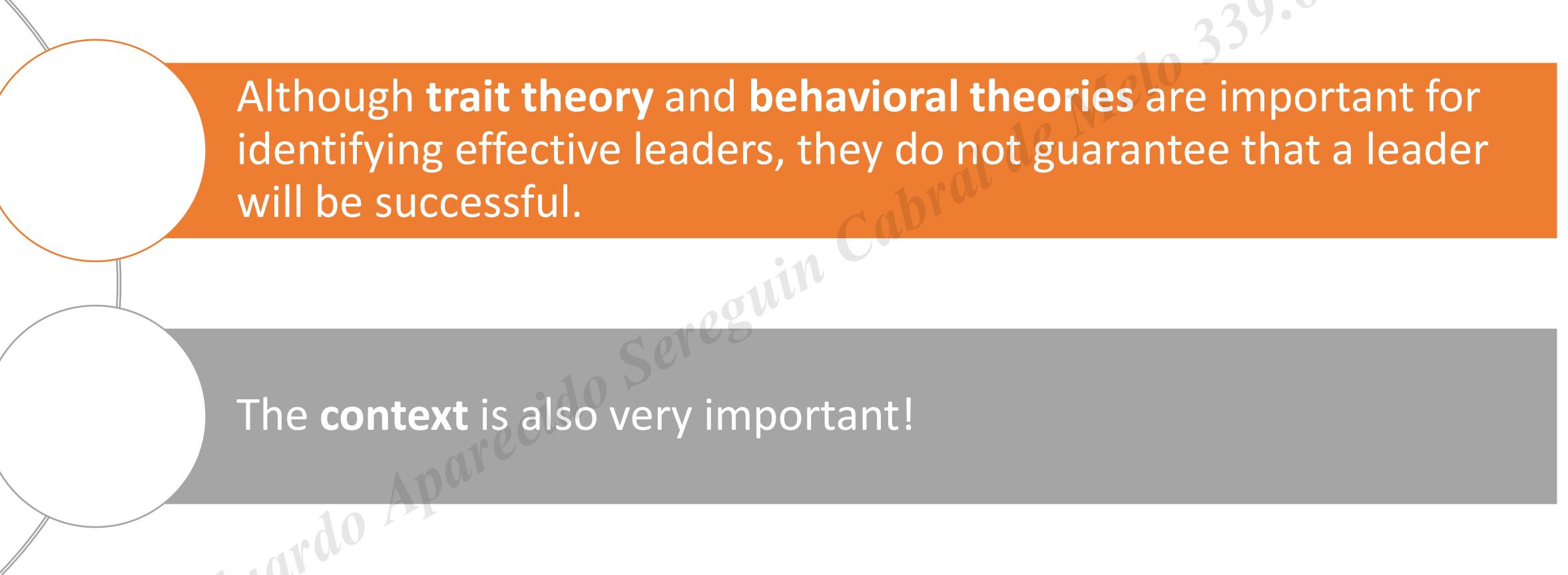
Source: Robbins et al. (2010), Comportamento Organizacional, page 361-363.

Behavioral Theories

Dimension	Initiation Structure Dimension Production Oriented Leadership	
Characteristics	<ul style="list-style-type: none">✓ Technical and practical aspects of work✓ Concern directed to the execution of tasks✓ Achievement of group goals	<ul style="list-style-type: none">✓ Ability to define and structure one's role and that of employees✓ Pursuit of goals achievement
Observed Results	<ul style="list-style-type: none">✓ Related to higher levels of group and organizational productivity✓ More positive performance reviews	
Dimension	Dimension Consideration People Oriented Leadership	
Characteristics	<ul style="list-style-type: none">✓ Interpersonal relationships✓ Personal interest✓ Employees' needs✓ Acceptance of personal differences	<ul style="list-style-type: none">✓ Work Relationships✓ Mutual trust✓ Respect for employees' ideas✓ Attention to their feelings
Observed Results	<ul style="list-style-type: none">✓ People more satisfied with their jobs✓ More motivated people✓ More respect is shown to your leaders	

Source: Robbins et al. (2010), Comportamento Organizacional, page 361-363.

Trait Theories & Behavioral Theories



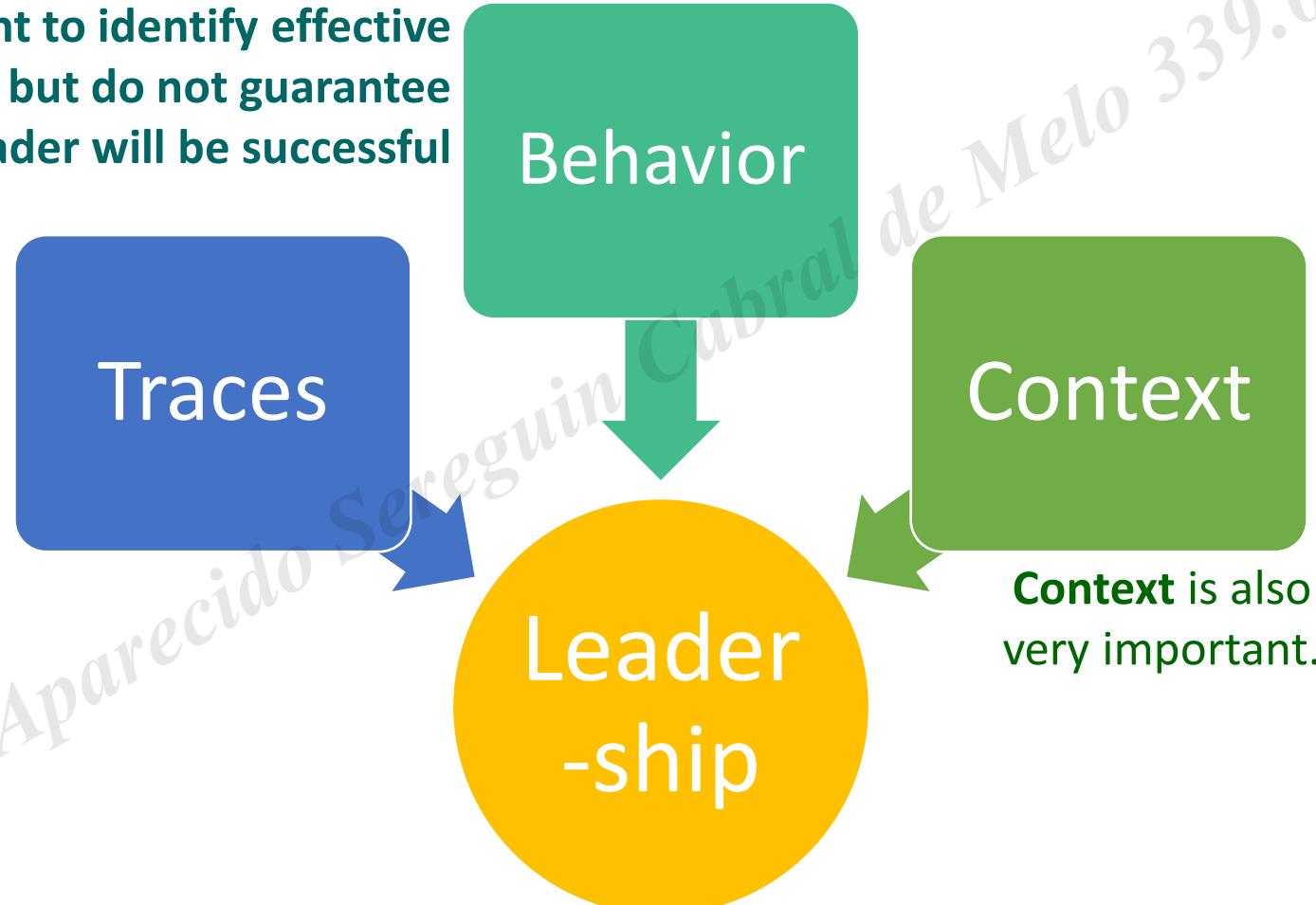
Although **trait theory** and **behavioral theories** are important for identifying effective leaders, they do not guarantee that a leader will be successful.

The **context** is also very important!

Source: Robbins et al. (2010), Comportamento Organizacional, page 361-363.

Trait Theories & Behavioral Theories

Important to identify effective leaders, but do not guarantee that a leader will be successful



Source: Robbins et al. (2010), Comportamento Organizacional, page 361-363.



Types of leadership

Contingency Theories

Contingency Theories

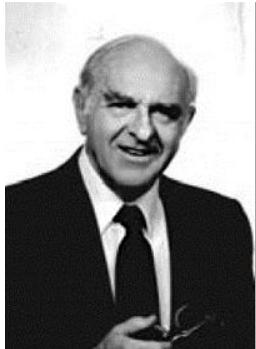
Predicting **leadership** success is much more complex than identifying a few traits or behaviors;

The impossibility of obtaining consistent results led researchers in the second half of the 20th century to focus on the *influences of the situation* in which leadership is exercised.

Source: Robbins et al. (2010), Comportamento Organizacional, page 363-368.

Contingency Theories

- Four approaches that sought to identify the influence of the situation in which leadership is exercised:



**Contingency Model
from Fred Fiedler**



***Path-Goal Theory*
from Robert House**

**Situational Leadership Theory
from Paul Hersey
and Kenneth Blanchard**



Dr. Kenneth Blanchard

**Participation and Leadership
Theory by Victor Vroom and
Phillip Yetton**



Source: Robbins et al. (2010), Comportamento Organizacional, page 363-368.

Contingency Theories

Fred Fiedler's Contingency Model

Contingency Theories

Fred Fiedler's Contingency Model

Contingency Model from Fred Fiedler

Understanding the Model

The Fiedler Contingency Model was created in the mid-1960s by Fred Fiedler, a scientist who studied the personality and characteristics of leaders.



Fred Fiedler

Contingency Theories

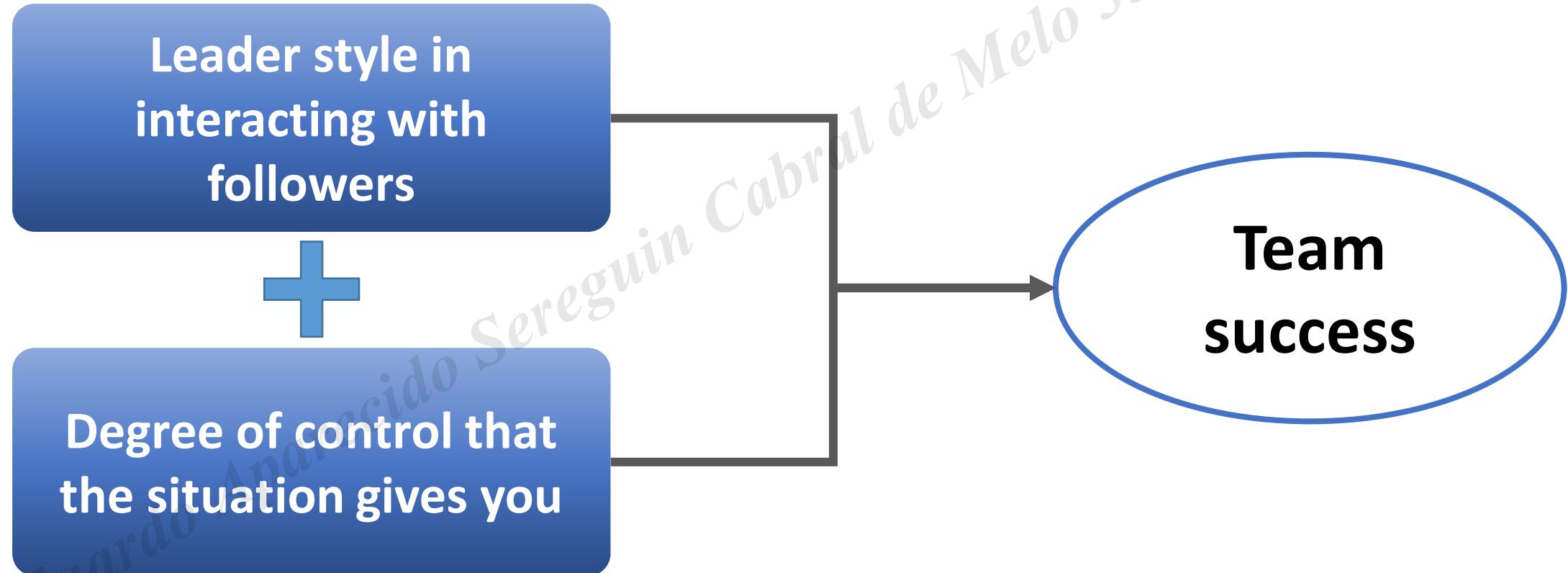
Fred Fiedler's Contingency Model

- It proposes that the effectiveness of the group's performance depends on the adequacy between the leader's style and the degree of control that the situation gives him;
- In other words, it is a theory that maintains that effective groups depend on the adequacy of the leader's style in interacting with the followers and the degree of control that the situation provides.

Source: Robbins et al. (2010), Comportamento Organizacional, page 363-368.

Contingency Theories

Fred Fiedler's Contingency Model



Source: Robbins et al. (2010), Comportamento Organizacional, page 363-368.

Contingency Theories

Fred Fiedler's Contingency Model

Fiedler assumes that a person's leadership style is fixed: this means that if a situation requires a task-oriented leader, and the person in the leadership position is relationship-oriented, either the situation changes, or it needs to replace the leader, so that leadership can be effective!

There are, however, theorists and practitioners who believe that a person can change their style!

Source: Robbins et al. (2010), Comportamento Organizacional, page 363-368.

Contingency Theories

Fred Fiedler's Contingency Model

- Fiedler proposes three contingency or situational dimensions that determine leadership effectiveness:

Leader-Follower Relationship

The degree of trust, credibility, and respect that group members have for their leader.

Task Structure

The degree of structuring and formalization of procedures and tasks at work.

Position Power

The degree of influence a leader has over variables such as the power to hire, fire, take disciplinary action, grant promotions, and pay raises.

Source: Robbins et al. (2010), Comportamento Organizacional, page 363-368.

Contingency Theories

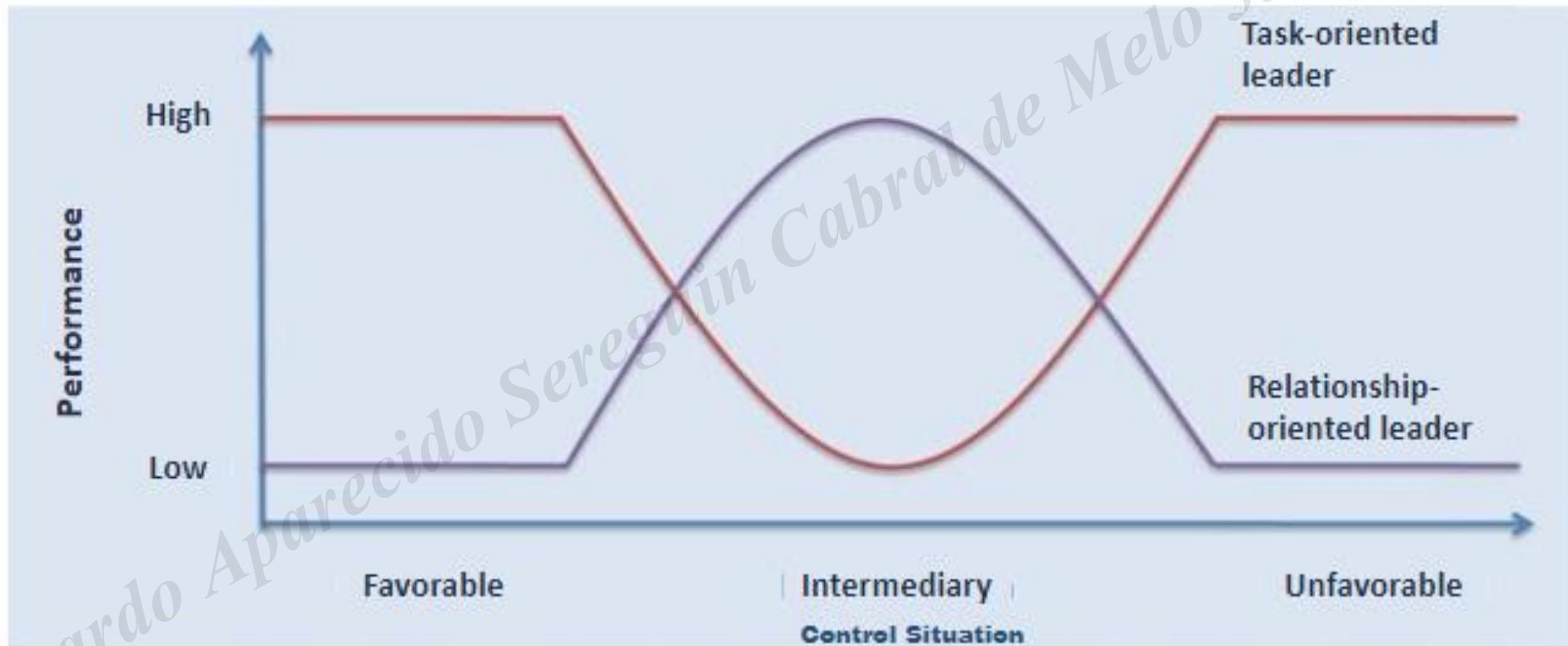
Fred Fiedler's Contingency Model

- What is the relationship between the leader's preference/orientation and the situation?
 - Task-oriented leaders perform better in more extreme situations of high and low control;
 - Relationship-oriented leaders perform better in moderate control situations.

Source: Robbins et al. (2010), Comportamento Organizacional, page 363-368.

Contingency Theories

Fred Fiedler's Contingency Model



© Sobral, F.; Peci, A. Administração, Pearson, 2008.

Contingency Theories

Fred Fiedler's Contingency Model

- Studies that have tested the validity of Fiedler's model have found considerable evidence to support the substantial components of this model!



Source: Robbins et al. (2010), Comportamento Organizacional, page 363-368.

Contingency Theories

Situational Leadership Theory by Paul Hersey and Kenneth Blanchard

Contingency Theories

Situational Leadership Theory by Paul Hersey and Kenneth Blanchard

**Situational Leadership Theory
from Paul Hersey
and Kenneth Blanchard**



Dr. Paul Hersey



Dr. Kenneth Blanchard

Contingency Theories

Situational Leadership Theory by Paul Hersey and Kenneth Blanchard

This theory says that successful leadership is acquired through choosing the right leadership *style* depending on the level of *readiness* or *maturity* of the followers, that is, the level of desire and ability to fulfill a certain task.

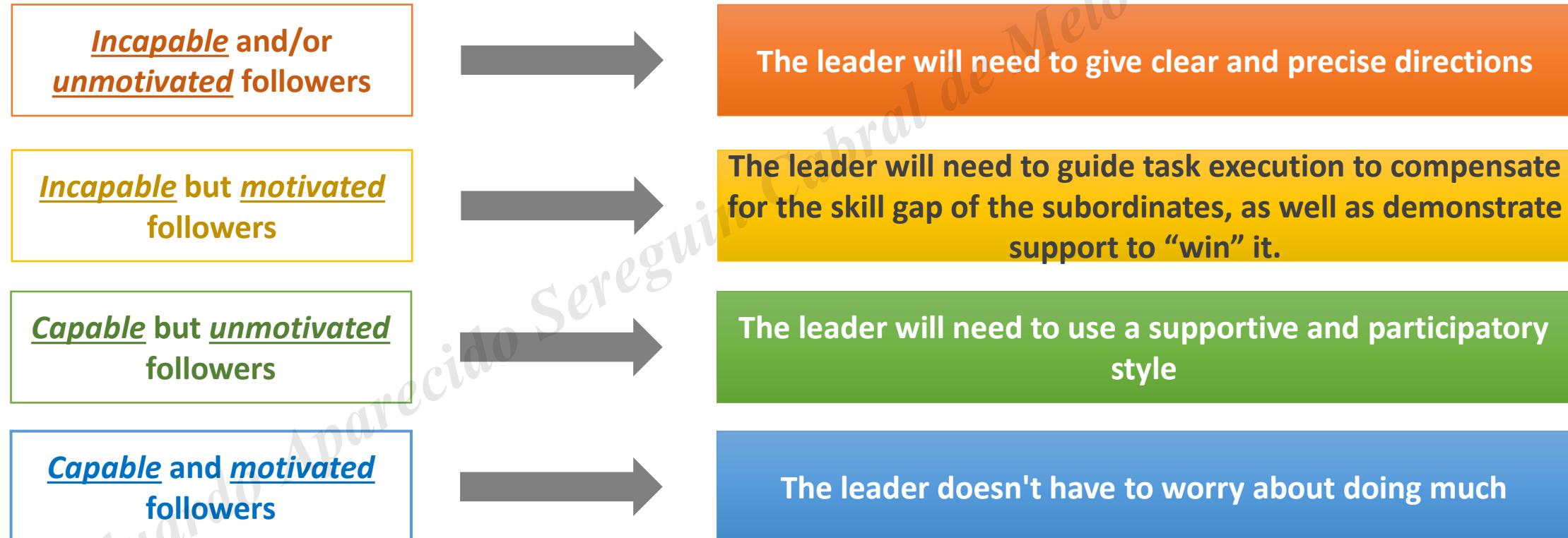
Focuses on the level of *readiness* or *maturity* of the followers.

A leader must choose one of the four behaviors according to the readiness (or maturity) of the person being led.

Source: Robbins et al. (2010), Comportamento Organizacional, page 363-368.

Contingency Theories

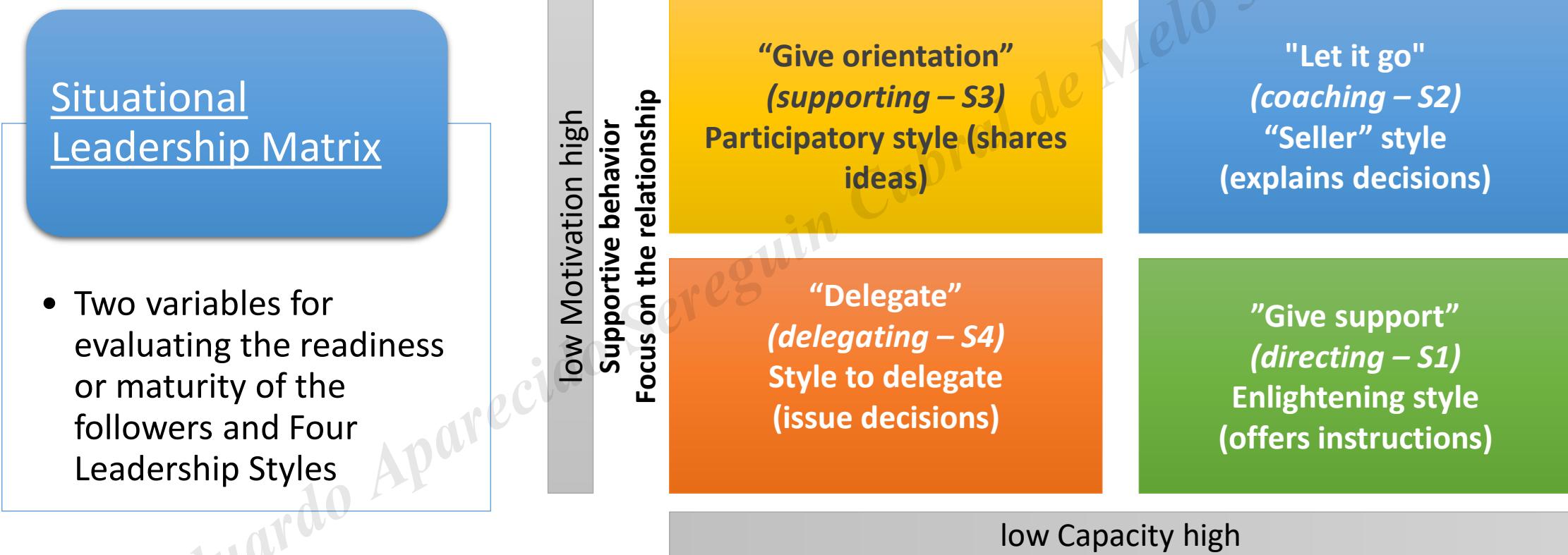
Situational Leadership Theory by Paul Hersey and Kenneth Blanchard



Source: Robbins et al. (2010), Comportamento Organizacional, page 363-368.

Contingency Theories

Situational Leadership Theory by Paul Hersey and Kenneth Blanchard



Source: Robbins et al. (2010), Comportamento Organizacional, page 363-368.

Contingency Theories

Situational Leadership Theory by Paul Hersey and Kenneth Blanchard

Despite the intuitive appeal and great popularity of this theory, we must exercise caution and awareness in its application.

Research results that seek to test and validate this theory have not been very encouraging.



Source: Robbins et al. (2010), Comportamento Organizacional, page 363-368.

Contingency Theories

Path-Goal Theory from Robert House

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Contingency Theories

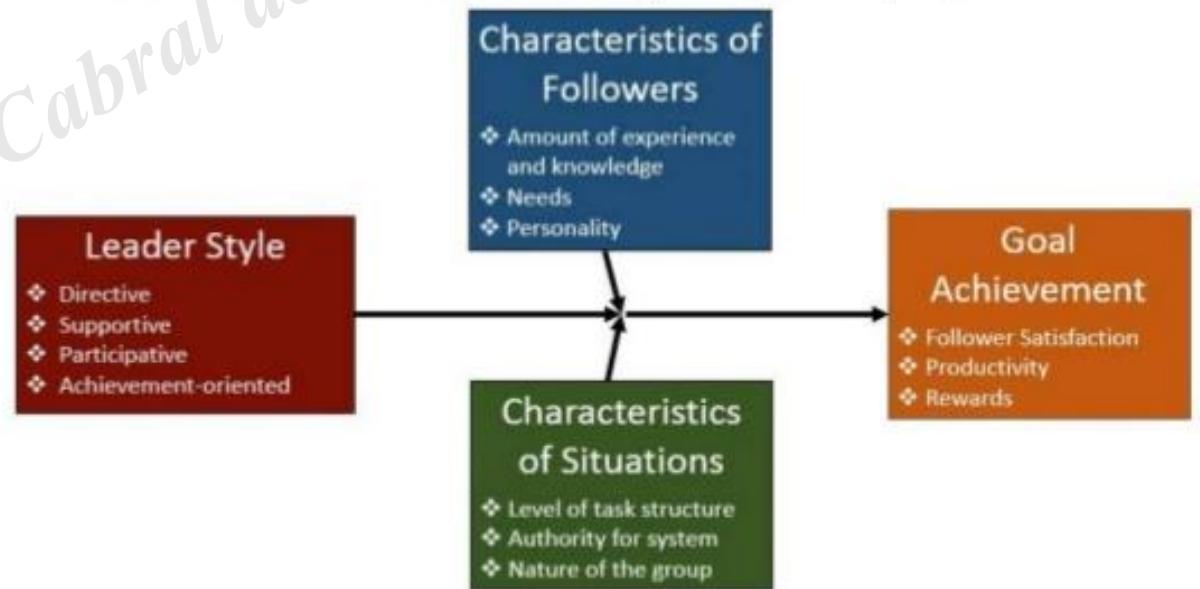
Path-Goal Theory from Robert House



***Path-Goal Theory
from Robert House***

House's Path-Goal Theory

Summary Diagram



Contingency Theories

Path-Goal Theory from Robert House

- The theory holds that it is the role of the leader to help those being led to achieve their goals, providing the necessary guidance and support to ensure that such goals are compatible with the organization's objectives.
- In other words, it is the role of the leader to help those being led to achieve their goals, providing information, support, or other resources necessary for this.

Source: Robbins et al. (2010), Comportamento Organizacional, page 363-368.

Contingency Theories

Path-Goal Theory from Robert House

- The expression “path-goal” implies that the effective leader must clarify the followers' path towards work goals, making that journey easier by reducing obstacles and barriers.
- A leader should be directive or supportive or exhibit other behavior, depending on a complex analysis of the situation.

Source: Robbins et al. (2010), Comportamento Organizacional, page 363-368.

Contingency Theories

Path-Goal Theory from Robert House

- Predictions:



Source: Robbins et al. (2010), Comportamento Organizacional, page 363-368.

Contingency Theories

Path-Goal Theory from Robert House

- Predictions:
 - **Directive leadership** leads to greater satisfaction when tasks are ambiguous or stressful than when they are highly structured and planned. Directive leadership may be perceived as redundant by employees with high capacity or considerable experience;
 - **Supportive leadership** leads to better performance and greater satisfaction when employees perform structured tasks;

Source: Robbins et al. (2010), Comportamento Organizacional, page 363-368.

Contingency Theories

Path-Goal Theory from Robert House

- Testing the path-goal theory has not been easy!
- It is safe to say that the validity of the meta-path theory has not yet been decided!



Source: Robbins et al. (2010), Comportamento Organizacional, page 363-368.

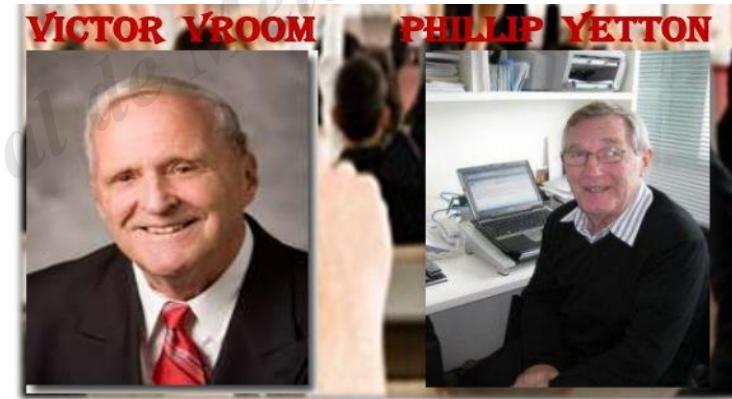
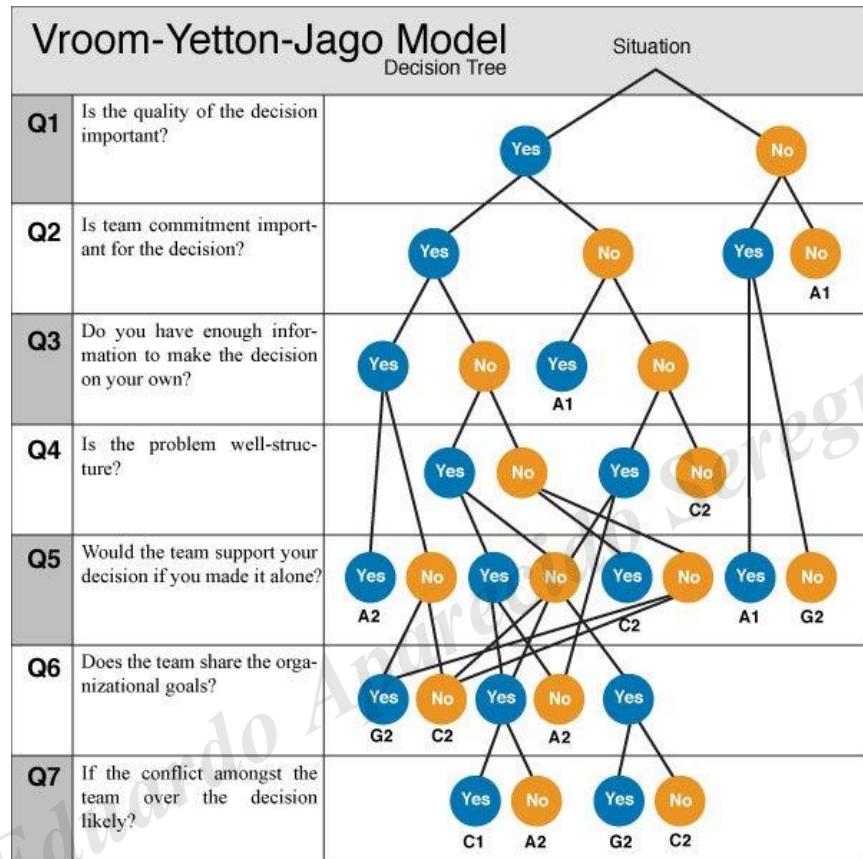
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Contingency Theories

Participation and Leadership Theory by Victor Vroom and Phillip Yetton

Contingency Theories

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Participation and Leadership Theory by Victor Vroom and Phillip Yetton

Contingency Theories



Participation and Leadership Theory by Victor Vroom and Phillip Yetton

- The theory offers a sequence of rules that must be followed to determine the form and volume of subordinates' participation in the decision-making process according to different situations.
- That is, this theory relates the behavior of leadership with the participation of those led in the decision-making process.
- This model holds that the leader's behavior must fit the structure of the task.

Source: Robbins et al. (2010), Comportamento Organizacional, page 363-368.

Contingency Theories



Participation and Leadership Theory by Victor Vroom and Phillip Yetton

- This model is normative. It offers a decision tree that incorporates:
 - seven contingencies, and
 - five alternative leadership styles
- to determine the form and volume of participation of subordinates in the decision-making process.

Source: Robbins et al. (2010), Comportamento Organizacional, page 363-368.

Contingency Theories



Participation and Leadership Theory by Victor Vroom and Phillip Yetton

- Seven contingencies:

- Is the quality of the decision important? (yes/no)
- Is the team committed to the decision? (yes/no)
- Do you have enough information to make the decision yourself? (yes/no)
- Is the problem well structured? (yes/no)
- If you decide for yourself, will you have the support of the team? (yes/no)
- Does the team share the same organizational goals? (yes/no)
- Will the decision likely generate conflict within the team? (yes/no)

Contingency Theories

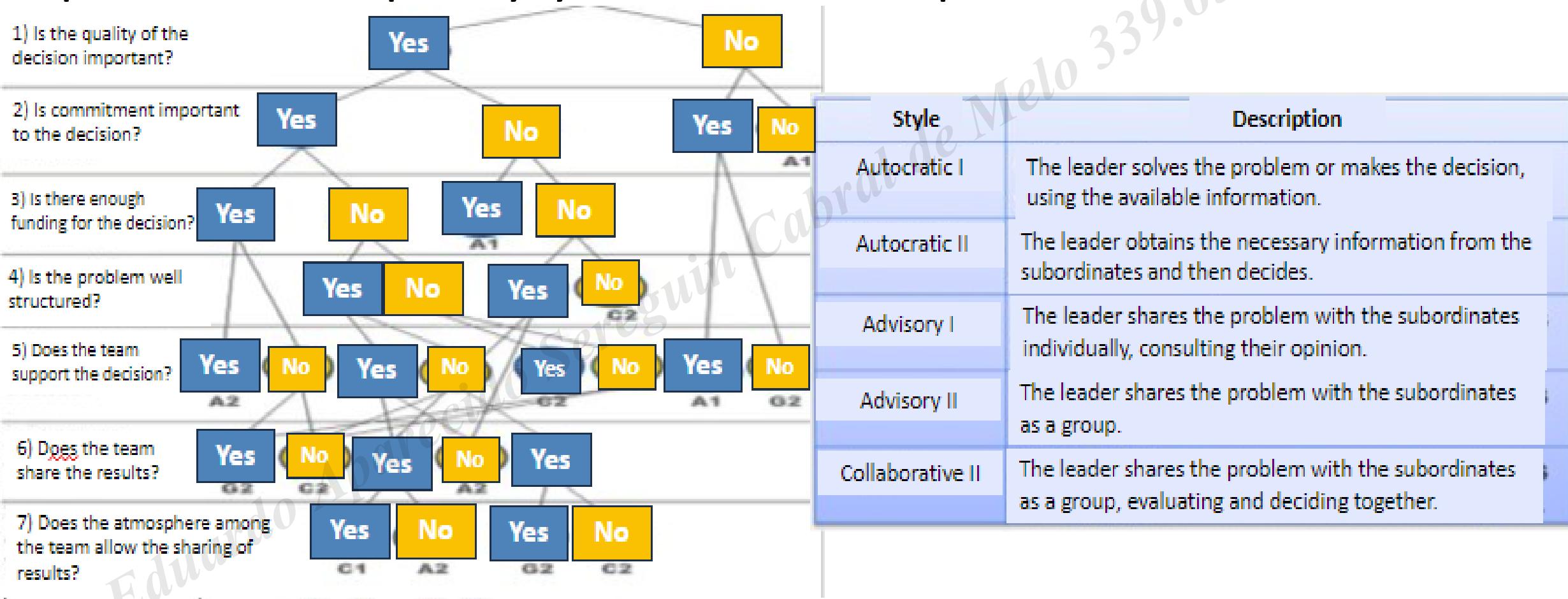
Participation and Leadership Theory by Victor Vroom and Phillip Yetton

Five Leadership styles:

<u>Style</u>	<u>Abbreviation</u>	<u>PRODUCTION</u>
Autocratic you make the decision and inform others of it; there are two ways	AU	You use the information you already have and make the decision.
	All	You consult team members about specific information and once you have it, you make the decision. You don't need to justify it.
Advisory you collect information from the team and then make the decision; two ways	CI	You inform team members what you are doing and can individually ask for opinions, however, the group is not gathered for discussion.
	CII	You inform team members what you are doing and can individually ask for opinions, however, the group is not gathered for discussion.
Collaborative you and your team work together to reach a consensus.	GII	The team makes a decision together. Your role is primarily facilitation and helping the team reach a final decision that everyone can agree on.

Contingency Theories

Participation and Leadership Theory by Victor Vroom and Phillip Yetton



Contingency Theories



Participation and Leadership Theory by Victor Vroom and Phillip Yetton

- Criticism has focused on the omitted variables and the overall complexity of the model.
- It is not very realistic to expect a manager, in practice, to consider 7 contingency variables and 5 leadership styles before selecting the most appropriate decision-making process for a given problem.



Source: Robbins et al. (2010), Comportamento Organizacional, page 363-368.

Contingency Theories

Conclusions

Contingency Theories

Leadership is a symbiotic relationship between leaders and led!

These earlier theories assume, in a way, that leaders use a homogeneous style with all of their followers.

But is that reasonable? Think about your experiences as a group!

Do leaders often act differently with different people?

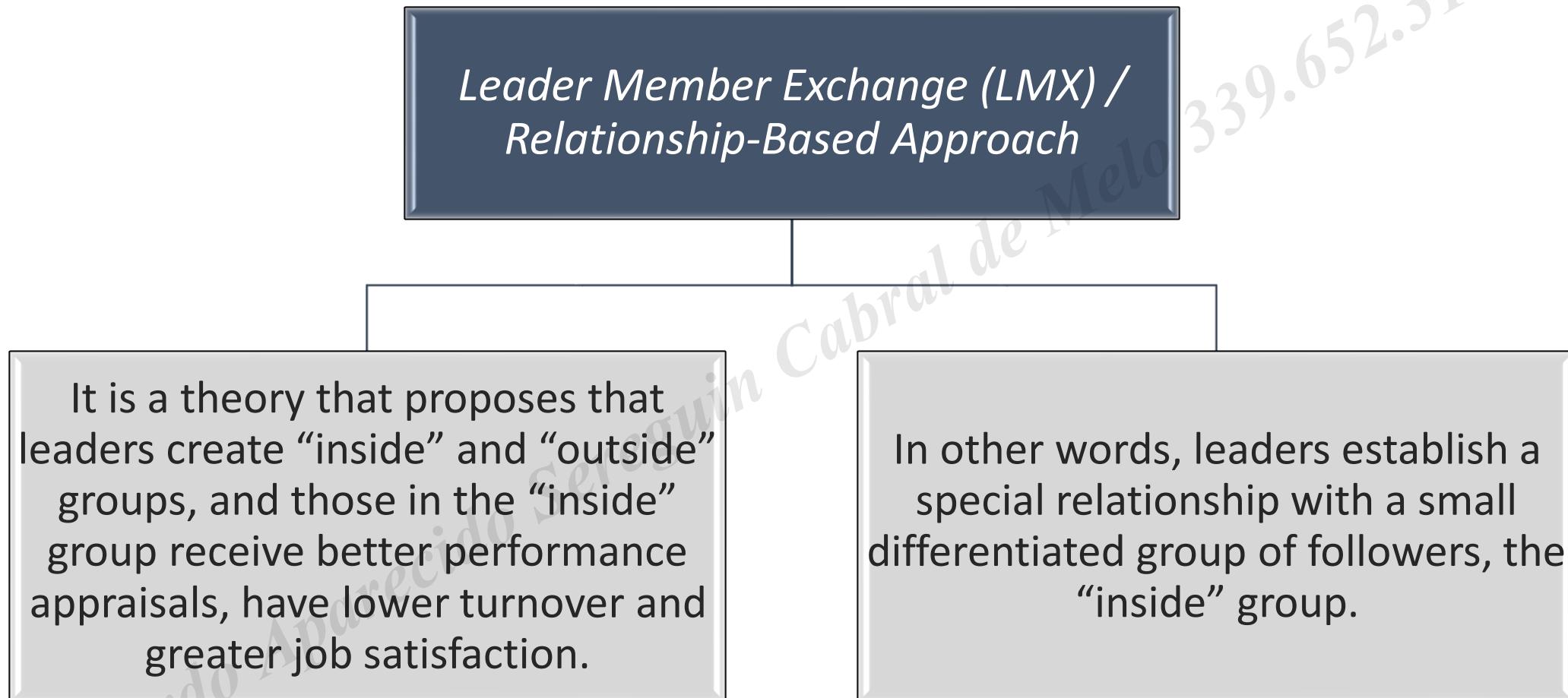
It is also necessary to consider the differences in the way the leader relates to his various followers.

Source: Robbins et al. (2010), Comportamento Organizacional, page 363-368.

Types of leadership

Exchange Theory between Leaders and Team Members (LMX)

Exchange Theory between Leaders and Team Members (LMX)



Source: Robbins et al. (2010), Comportamento Organizacional, page 368-369.

Exchange Theory between Leaders and Team Members (LMX)

"Inside" Group

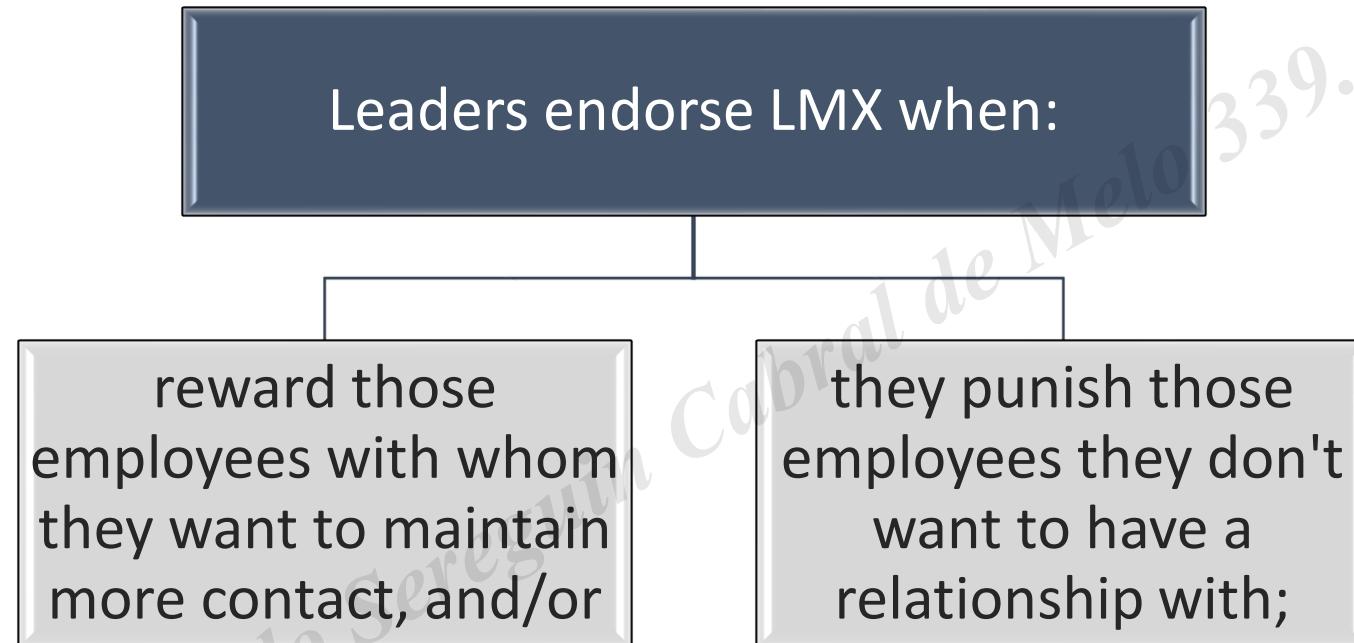
- Individuals in this group are highly trusted, receive disproportionate attention from the leader, and are often the target of special privileges.

"Outside" Group

- Other members of this group receive less time from the leader, less rewards controlled by them (for example: bonus, promotions, etc.) And their relationship is based on formal authority interactions.

Source: Robbins et al. (2010), Comportamento Organizacional, page 368-369.

Exchange Theory between Leaders and Team Members (LMX)

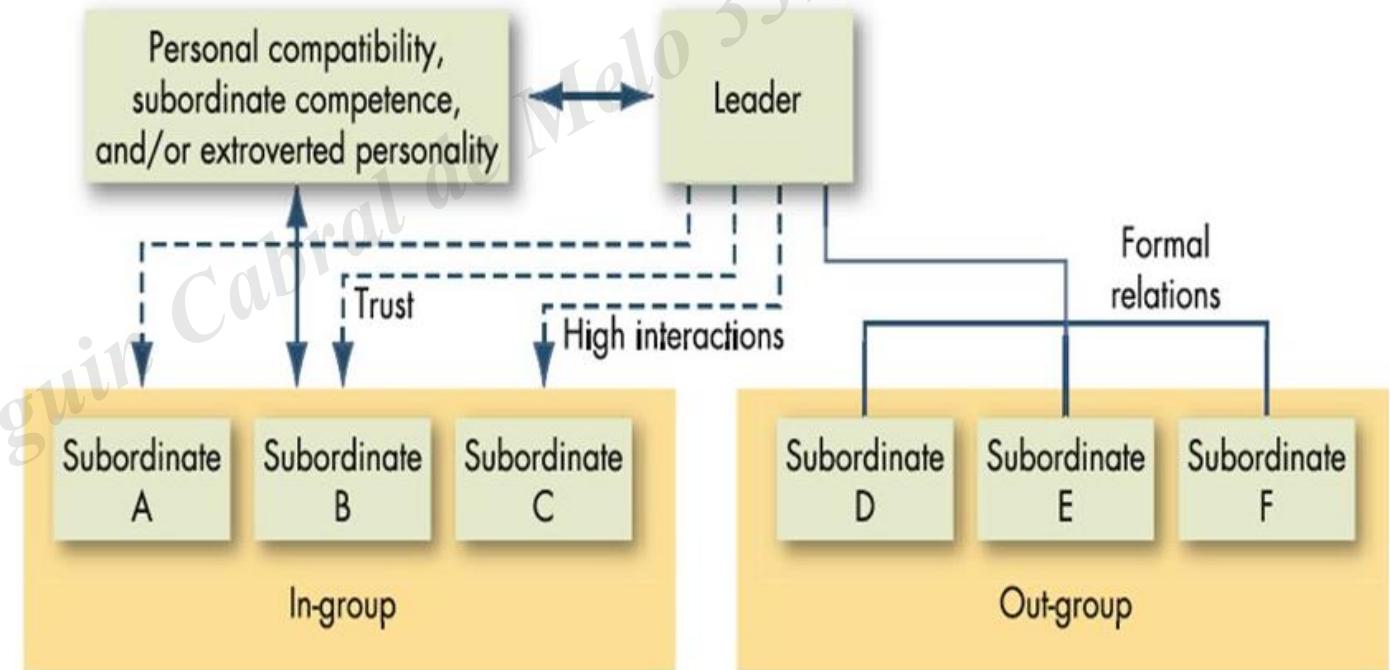


For the exchange relationship between leaders and followers to remain intact, both leader and follower have to invest in the relationship.

Source: Robbins et al. (2010), Comportamento Organizacional, page 368-369.

Exchange Theory between Leaders and Team Members (LMX)

Evidence suggests that “inside” members are chosen because they have attitudes and personality characteristics similar to those of the leader and/or because they have a higher level of competence than other members.



Source: Robbins et al. (2010), Comportamento Organizacional, page 368-369.

Exchange Theory between Leaders and Team Members (LMX)

Although it is the leader who makes the choice, the characteristics of the followers lead to this decision.

Leaders end up investing resources in those they believe will perform better.

Source: Robbins et al. (2010), Comportamento Organizacional, page 368-369.

Exchange Theory between Leaders and Team Members (LMX)

Final Considerations

- Research has provided good support for this theory.
- Leaders do seem to differentiate their followers.
- These differences are not random.
- Members of the “inside” group, in general:
 - get better reviews,
 - have a greater organizational citizenship behavior, and
 - show greater satisfaction with their superiors.



Source: Robbins et al. (2010), Comportamento Organizacional, page 368-369.

Types of leadership

Transitional Leadership

(Ohio University studies, Fiedler model, and path-goal theory)

Transactional Leadership

- **Transactional leadership** is a leadership style that focuses on supervision, organization, and performance.
- **Transactional leaders** promote follower compliance through rewards and punishments.
- These leaders are not looking to change the future, on the contrary, they are looking to keep things the same.
- Leaders who use transactional leadership as a model pay attention to the work of followers to find faults and deviations.

Source: https://en.wikipedia.org/wiki/Transactional_leadership

Transactional Leadership

- **Transactional leaders** lead or motivate their followers toward established goals by clarifying roles and task requirements.
- Ohio and Michigan University studies, Fiedler's model, and *path-goal theory* describe **transactional leaders**.

Source: Robbins et al. (2010), Comportamento Organizacional, page 374.

Transactional Leadership



Based on Behavioral Theories

- **Initiation Structure** refers to the degree to which a leader can define and structure his role and that of employees in pursuit of goals (*University of Ohio, 1940*).
- **Production-oriented leader:** emphasizes the technical and practical aspects of the work, that is, reveals a concern directed towards the execution of tasks and the fulfillment of the group's goals (*University of Michigan*).

Source: Robbins et al. (2010), Comportamento Organizacional, page 361-363.

Transitional Leadership



Based on Behavioral Theories

Production Oriented Leadership & Initiation Structure Dimension

- ✓ technical and practical aspects of work
- ✓ concern directed to the execution of tasks
- ✓ achievement of group goals

- ✓ ability to define and structure one's role and that of employees
- ✓ pursuit of goals achievement

Production Oriented Leadership & Initiation Structure Dimension

Observed results:

- ✓ Related to higher levels of group and organizational productivity
- ✓ More positive performance reviews

Source: Robbins et al. (2010), Comportamento Organizacional, page 361-363.

Transitional Leadership



Based on Contingency Theories

Fred Fiedler's Contingency Model

Leader-Follower Relationship

The degree of trust, credibility, and respect that group members have for their leader.

Task Structure

The degree of structuring and formalization of procedures and tasks at work.

Position Power

The degree of influence a leader has over variables such as the power to hire, fire, take disciplinary action, grant promotions, and pay raises.

Source: Robbins et al. (2010), Comportamento Organizacional, page 363-368.

Transactional Leadership



Based on Contingency Theories

Path-Goal Theory from Robert House

- The expression “path-goal” implies that the effective leader must clarify the followers' path towards work goals, making that journey easier by reducing obstacles and barriers.
- A leader should be directive or supportive or exhibit other behavior, depending on a complex analysis of the situation.

Source: Robbins et al. (2010), Comportamento Organizacional, page 363-368.

Transactional Leadership

Transactional leaders lead or motivate their followers toward established goals by clarifying roles and task requirements

Four characteristics that define transactional leadership:

Contingent Reward

Negotiates the exchange of rewards for effort, promises rewards for good performance, recognizes achievements.

Management by exception (active)

Looks for and observes deviations from rules and standards, taking the necessary corrective actions.

Management by exception (passive)

It only intervenes when standards are not met.

Laissez-faire

Abstains from responsibilities, avoids making decisions.

Source: Robbins et al. (2010), Comportamento Organizacional, page 369-377.

Types of leadership

Charismatic Leadership and Transformational Leadership

Charismatic Leadership and Transformational Leadership

Two contemporary theories of leadership share a common theme: they see leaders as individuals who inspire their followers through *words, ideas, and behavior.*

These two theories are:

- **Charismatic Leadership Theory and**
- **Transformational Leadership Theory**

Source: Robbins et al. (2010), Comportamento Organizacional, page 369-377.



Charismatic Leadership and Transformational Leadership

Charismatic Leadership Theory

Charismatic Leadership Theory

- The first researcher to consider charismatic leadership was Robert House, also known for the *path-goal* (contingency) theory.
- **Charismatic Leadership theory** argues that followers attribute heroic or extraordinary abilities to their leaders when they observe certain behaviors.

Source: Robbins et al. (2010), Comportamento Organizacional, page 369-377.

Charismatic Leadership Theory

- Organizations with charismatic CEOs are more profitable!
- More charismatic college professors receive better grades in their courses!

Source: Robbins et al. (2010), Comportamento Organizacional, page 369-377.

Charismatic Leadership Theory

- Several studies have attempted to identify the personal characteristics of **charismatic leaders**. They have:
 1. vision,
 2. are willing to take personal risks for it,
 3. are sensitive to the needs of six subordinates, and
 4. exhibit unconventional behaviors.

Source: Robbins et al. (2010), Comportamento Organizacional, page 369-377.

Charismatic Leadership and Transformational Leadership

Charismatic Leadership Theory

Charismatic Leadership theory argues that followers attribute heroic or extraordinary abilities to their leaders when they observe certain behaviors

- Key Characteristics of Charismatic Leaders

1	Vision and Speech	They have a vision – expressed as an idealized goal – that proposes a better future than the <i>status quo</i> . They can clarify the importance of vision in terms understandable to others.
2	Personal Risk	They are willing to take personal risks, take the courses of their attitudes, and sacrifice themselves to achieve their vision.
3	Sensitivity to Leaders' Needs	They are perceptive of the capabilities of others and sensitive to their needs and feelings.
4	Unconventional Behaviors	Their present behaviors are seen as innovative and go against the norms.

Source: Robbins et al. (2010), Comportamento Organizacional, page 369-377.

Charismatic Leadership Theory

- Individuals are born with traits. Personality is also related to charismatic leadership: charismatic leaders are described as outgoing, self-confident, and ambitious.
- Most experts also believe that people can be trained to display charismatic behaviors.

Source: Robbins et al. (2010), Comportamento Organizacional, page 369-377.

Charismatic Leadership and Transformational Leadership

Charismatic Leadership Theory

- So how is it possible to become more charismatic?

Three-step process:

1

Developing an aura of charisma, maintaining an optimistic outlook, using passion as a catalyst to generate enthusiasm, and utilizing the whole body in the communication process, not just words.

2

Surround yourself with people, creating bonds that inspire them.

3

One should bring out the potential of other followers, touching their feelings and emotions.

Source: Robbins et al. (2010), Comportamento Organizacional, page 369-377.

Charismatic Leadership and Transformational Leadership

Charismatic Leadership Theory

- How do charismatic leaders influence their followers?

Four-step process:

1

Articulating a compelling vision, a long-term strategy (a vision as challenging as it is achievable).

2

Formalizing and communicating the vision to give followers an overarching goal or objective.

3

Conveying a new set of values and examples for followers to emulate, including cooperation and mutual support.

4

Concern about influencing emotions, demonstrating courage, and being convincing about your vision.

Source: Robbins et al. (2010), Comportamento Organizacional, page 369-377.

Charismatic Leadership Theory

- Does effective charismatic leadership depend on the situation?
 - Charisma does not work in a generalized way: its effectiveness may depend on the situation.
 - Charisma seems to be more appropriate when the task of being led has an ideological component or when the environment involves a certain degree of uncertainty or tension.
 - In general, the charismatic leader appears in politics, religion, in times of war, or when a company is starting up or facing a crisis.

Source: Robbins et al. (2010), Comportamento Organizacional, page 369-377.

Charismatic Leadership Theory

- People are especially receptive to charismatic leadership when they sense a crisis exists, when they are under stress, or when they fear for their lives.

Source: Robbins et al. (2010), Comportamento Organizacional, page 369-377.

Charismatic Leadership Theory

The dark side of a charismatic leadership



- Charismatic leaders do not always act for the best in their organizations.
- Charismatic leaders (CEOs) can use their charisma to leverage better pay, even when their performance is mediocre.
- Some may be overly successful in convincing their followers to pursue a vision that could be catastrophic (e.g., Hitler).

Source: Robbins et al. (2010), Comportamento Organizacional, page 369-377.



Charismatic Leadership and Transformational Leadership

Transformational Leadership Theory

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Transformational Leadership

- **Transformational leaders** inspire those they lead to transcending their interests for the good of the organization or group, being able to make a profound and extraordinary impact on those they lead.

Transformational Leader



Source: Robbins et al. (2010), Comportamento Organizacional, page 369-377.

Transformational Leadership

- **Transformational Leaders:**
 - pay attention to the concerns and needs of those they lead;
 - they change the way their followers see things, helping them to think about old problems in a new way; and
 - they can excite, incite and inspire people to give their best in pursuit of the group's goals.

Source: Robbins et al. (2010), Comportamento Organizacional, page 369-377.

Transformational Leadership

- Four characteristics that define transformational leadership:

Idealized influence	It offers a vision of a sense of mission, encourages pride, earns respect and trust.
Inspirational motivation	Communicates high expectations, uses symbols to focus efforts, expresses important purposes simply.
Intellectual stimulus	It promotes intelligence, rationality, and care in problem-solving.
Individualized consideration	Gives personalized attention, treats each employee individually, advice, guides.

Source: Robbins et al. (2010), Comportamento Organizacional, page 369-377.

Charismatic Leadership and Transformational Leadership

Transformational Leadership

- Some characteristics that highlight companies with transformational leaders:



Source: Robbins et al. (2010),
Comportamento Organizacional, page 369-377.

Charismatic Leadership and Transformational Leadership



Transformational Leadership

- The validity of transformational leadership theory has been impressively corroborated at different organizational levels and in different professions (school principals, teachers, company presidents, sales representatives, etc.).
- Companies with transformational leadership produce better quality goods/services and are more profitable.
- Direct relationship with the motivation and satisfaction of the followers and the better performance and greater effectiveness of the leaders.

Source: Robbins et al. (2010),
Comportamento Organizacional, page 369-377.

Charismatic Leadership and Transformational Leadership



Transformational Leadership

- Transformational leadership is more strongly associated with lower turnover rates, higher productivity, lower stress, and higher employee satisfaction than transactional leadership.
- Transformational leadership can be learned! People who undergo transformational leadership training tend to perform better than those in the organization who do not.



Source: Robbins et al. (2010),
Comportamento Organizacional, page 369-377.

Charismatic Leadership and Transformational Leadership



Transformational Leadership

Global Implications

- The results of an international research project (GLOBE Project – Global Leadership and Effectiveness in Organizational Behavior) carried out with 18,000 leaders from 825 organizations in 62 countries reveal that there are some universal aspects of leadership.
- And **Transformational Leadership** appears associated with effective leadership, regardless of the country.

Source: Robbins et al. (2010), Comportamento Organizacional, page 381-382.

Charismatic Leadership and Transformational Leadership



Transformational Leadership

Global Implications

- Among the elements of transformational leadership that present themselves as universal are: vision, reliability, dynamism, positivity, and pro-activity, among others.
- Project GLOBE researchers concluded that "*followers of effective business leaders expect them to have a proactive vision to guide the company into the future, strong motivation skills to encourage all employees to deliver on the vision, and excellent planning skills to implement -there*".

Source: Robbins et al. (2010), Comportamento Organizacional, page 381-382.

Charismatic Leadership and Transformational Leadership



Transformational Leadership

- Transformational leadership is not effective in all situations.
- It appears to be more effective when leaders interact directly with workers than when they simply report their actions to an external board of directors or when dealing with a complex bureaucratic structure.
- When group members are very individualistic and do not easily grant decision-making authority, transformational leadership may not have much impact.

Source: Robbins et al. (2010), Comportamento Organizacional, page 369-377.



Charismatic Leadership and Transformational Leadership

Transformational Leadership *versus* Charismatic Leadership

Charismatic Leadership and Transformational Leadership

Transformational Leadership versus Charismatic Leadership

- Are transformational leadership and charismatic leadership the same thing?
 - Some experts and scholars argue so; others disagree!
- While many researchers believe that transformational leadership is broader than charismatic leadership, a leader who scores high on transformational leadership is likely to score high on charisma as well.
- Therefore, in the practice of leadership, these measures can be considered almost equivalent.

Source: Robbins et al. (2010), Comportamento Organizacional, page 369-377.

Types of leadership

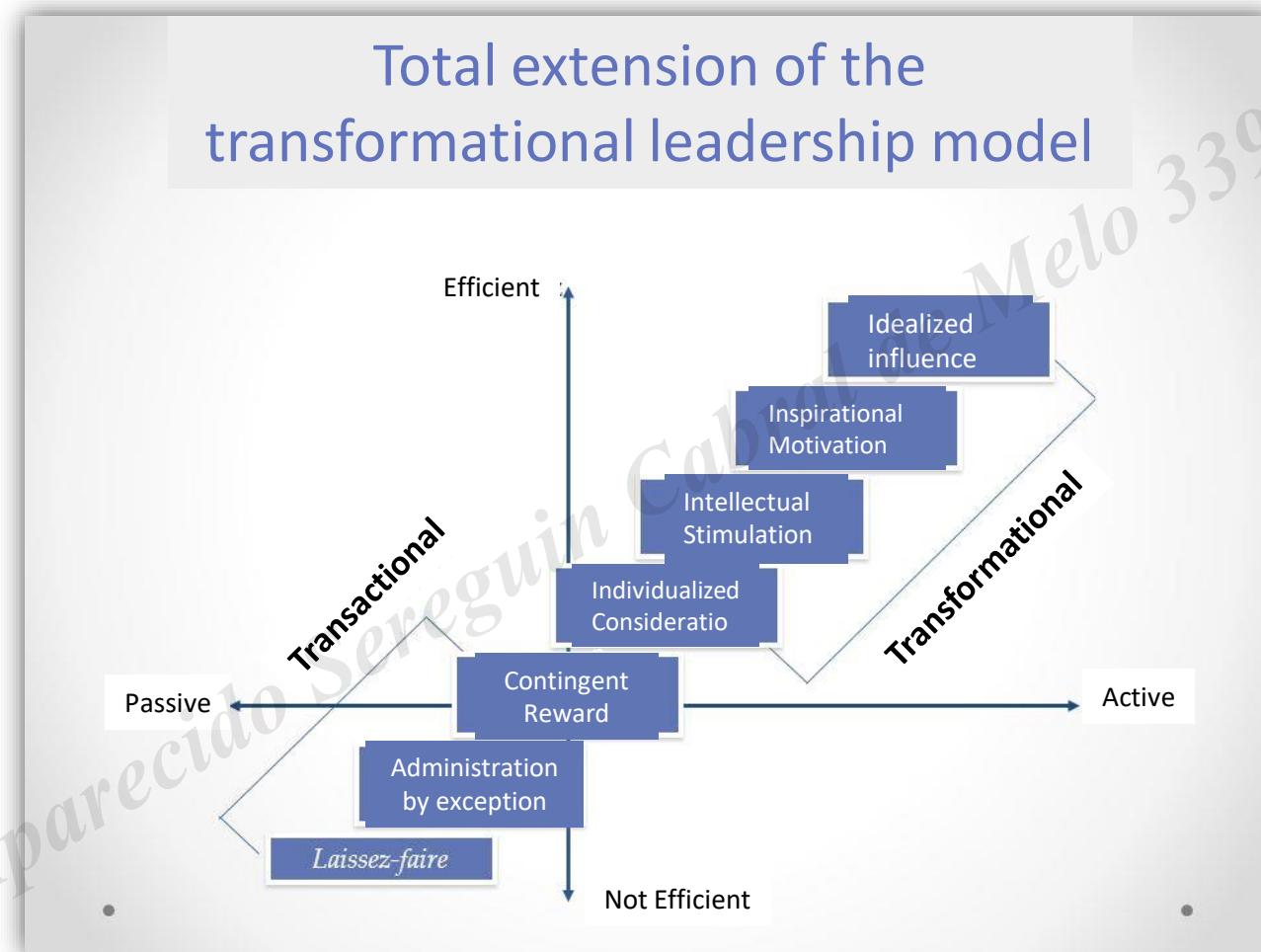
Transactional Leadership and Transformational Leadership

Transactional Leadership and Transformational Leadership

**The best leaders are the
transactional and
transformational!**

Source: Robbins et al. (2010), Comportamento Organizacional, page 369-377.

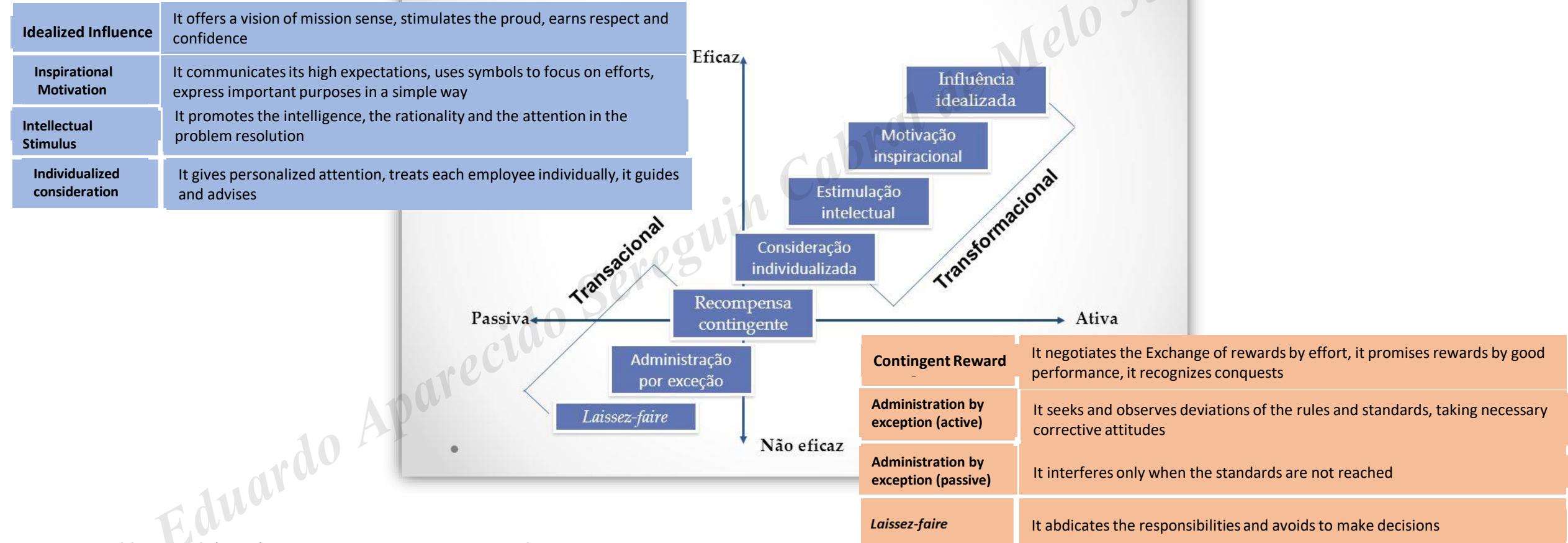
Transactional Leadership and Transformational Leadership



Source: Robbins et al. (2010), Comportamento Organizacional, page 374;375.

Transactional Leadership and Transformational Leadership

Extensão total do modelo de liderança transformacional



Source: Robbins et al. (2010), Comportamento Organizacional, page 374;375.

Transactional Leadership and Transformational Leadership



- The ***laissez-faire*** is the most passive leadership style and , and the least effective.
- The **exception (active or passive)** is a little better than the *laissez-faire*, but it is still considered an ineffective leadership style. These leaders tend to be available only when a problem is usually too late.
- **Leadership for contingent reward** is an effective style of leadership, but leaders will hardly be able to get their leaders overthe when doing it.

Abdicates responsibilities, avoids making decisions (*laissez-faire*).

Seek and observes the deviations from the rules and standards, taking the necessary corrective attitudes (*administration by exception - active*).

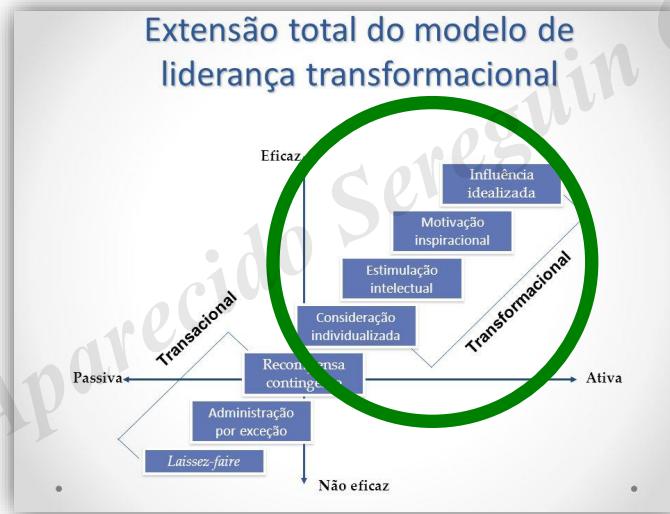
It is only when standards are not achieved (*administration by exception - passive*).

The exchange of rewards for effort, promises rewards for good performance, *recognizes* conquests (contingent reward).

Source: Robbins et al. (2010), Comportamento Organizacional, page 369-377.

Transactional Leadership and Transformational Leadership

It is also necessary to use the four styles of the transformational leadership dimension so that leaders can motivate their followers to perform above expectations and transcend their interests in favor of the organization.



Source: Robbins et al. (2010), Comportamento Organizacional, page 369-377.

Transactional Leadership and Transformational Leadership



- **individualized consideration, intellectual stimulus, inspirational motivation, and the idealized influence** result on extra effort by the followers, better performance, greater motivation and satisfaction, organizational efficiency, greater turnover, and greater organizational adaptability.

It is personalized attention, deals with each employee individually, advises, guides, (*individualized consideration*).

Promotes intelligence, rationality, and the care to solve the problems (*intellectual stimulation*).

Communicates your high expectations, uses symbols to focus the efforts, it expresses important purposes in a simple way (*inspirational motivation*).

It offers a vision of the sense of the mission, encourages pride, gains respect, and trust (*idealized influence*).

Source: Robbins et al. (2010), Comportamento Organizacional, page 369-377.

Transactional Leadership and Transformational Leadership

Transformational Leadership versus Transactional Leadership

- Transformational leadership is more strongly associated with lower turnover rates, higher productivity, lower stress, and higher employee satisfaction than transactional leadership.

Source: Robbins et al. (2010), Comportamento Organizacional, page 369-377.

Transactional Leadership and Transformational Leadership

Transactional

- Determines tasks
- Starts the structure
- Promotes rewards
- Improves productivity
- Values hard work
- Tolerance and Justice
- Focus on management

Transformational

- Innovation
- Recognizes the needs of followers
- Inspire the followers
- Create a better future
- Promotes significant change

Managers versus Leaders



Managers

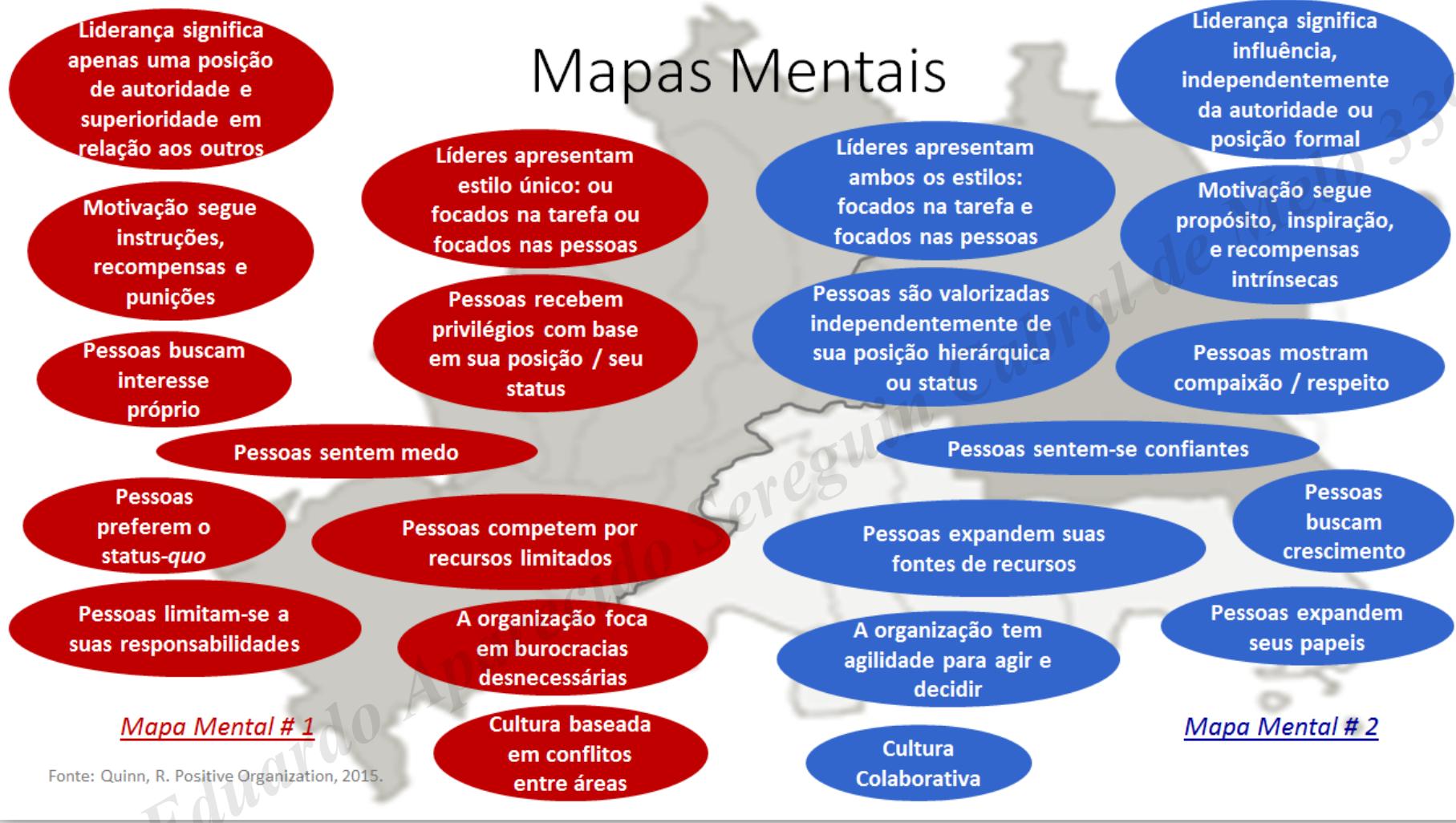
- Complexity
- Order and consistency
- Goals and objectives
- The organizational structure and functions to carry out the plans established
- Plans for people delegating responsibility for implementation
- In the detailed monitoring of the results obtained *versus* planned

Leaders

- Deal with Transformation Challenges
- And seek Organizational Changes
- They establish Guidance, future view
- Develop The organization focusing on aligning people towards the established vision
- Communication The vision for those who can build committed coalitions
- Focus On motivation and inspiration, keeping people on track, supporting people in overcoming barriers

Source: Adapted from Kotter, J. P. What Leaders Really Do; Harvard Business Review, May-Jun 1990, p. 102-111.

Mapas Mentais



Types of leadership

Authentic Leadership:

Ethics and Trust as Fundamentals

Authentic Leadership: Ethics and Trust

Although the different theories help to understand the concept of leadership, they do not explicitly deal with the role of ethics and trust.

These two concepts (**ethics** and **trust**) can be explored within the **topic of Authentic Leadership**

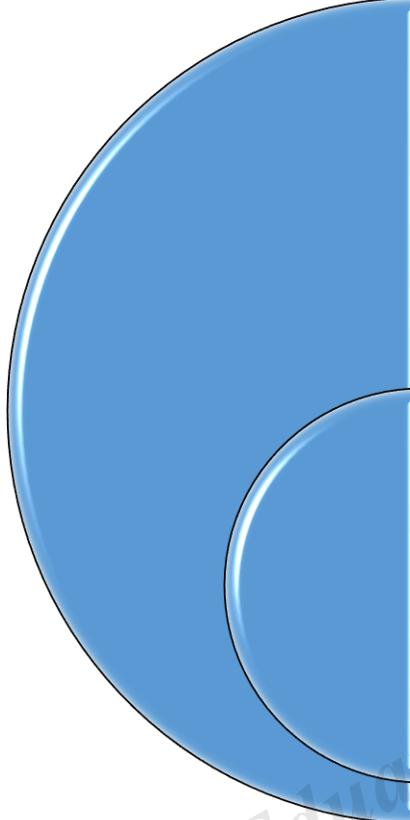


Source: Robbins et al. (2010), Comportamento Organizacional, page 377-381.

Authentic Leadership: Ethics and Trust

What is Authentic Leadership?

Authentic Leadership:

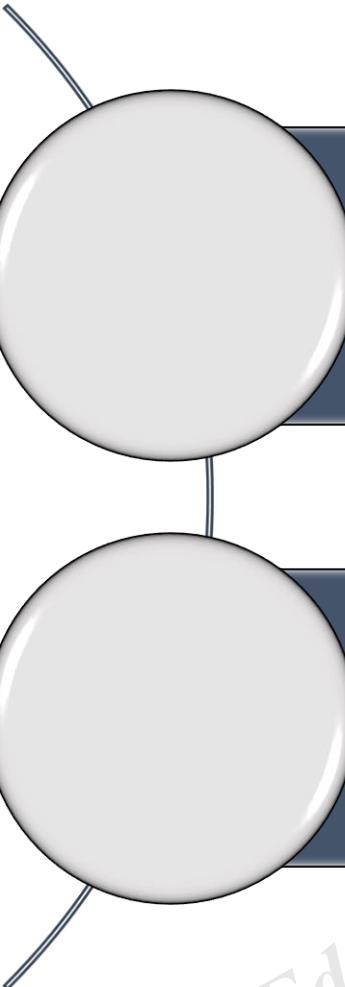


Authentic leaders know who they are, what they believe in, and what they value, and they act on their values and beliefs openly and honestly. Their followers consider them ethical people. The main quality produced by an authentic leadership is the *trust*;

Authentic leaders share information, encourage open communication, and are faithful to their ideals. It is expected that they are *abnegated, good listeners, and honest*. As a result, people start to have faith in them.

Source: Robbins et al. (2010), Comportamento Organizacional, page 377-381.

Authentic Leadership: What is it?



It is important to think about the **ethics** and **trust** of a leader, as these concepts focus on their *moral aspects*;

Transformational or charismatic leaders may have a vision and communicate it persuasively, but that vision may be wrong (as in the case of Hitler) or the leader is more concerned with their own individual/intimate group's needs or pleasures (like in the recent corruption scandals in Brazil).

Source: Robbins et al. (2010), Comportamento Organizacional, page 377-381.

Authentic Leadership: Ethics and Trust

Ethics and Leadership

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Authentic Leadership: Ethics and Leadership

It is important to consider the ethical implications of leadership.

Some transformational leaders have been accused of extolling moral virtue while trying to manipulate the attitudes and behavior of those they lead.

Charisma also has a strong ethical component: unethical charismatic leaders are more likely to use charisma to increase power over their followers for their gain.

Source: Robbins et al. (2010), Comportamento Organizacional, page 377-381.

Authentic Leadership: Ethics and Leadership

Ethical leaders must use their charisma in a socially constructive way to serve others!

Leaders who treat their subordinates fairly, particularly by providing honest, regular, and correct information, are seen as more effective leaders.

Source: Robbins et al. (2010), Comportamento Organizacional, page 377-381.

Authentic Leadership: Ethics and Leadership

“Because senior executives (CEOs, Directors, Entrepreneurs, etc.) set the moral tone of an organization, they need to set high ethical standards, demonstrate commitment to those standards in their behavior, and encourage and reward the integrity of their subordinates. while avoiding abuses of power, such as giving themselves big raises and bonuses while looking to cut costs by firing older employees, for example.”

Source: Robbins et al. (2010), Comportamento Organizacional, page 377-381.

Authentic Leadership: Ethics and Leadership

Ethics is not devoid of **values**. We need to evaluate the means (values) used by leaders to achieve their goals.

Leaders must be role models of ethical conduct!

They must be able to convey values to employees in line with their values, through their words and actions (walking the talk).

Source: Robbins et al. (2010), Comportamento Organizacional, page 377-381.

Authentic Leadership: Ethics and Trust

Trust and Leadership

Authentic Leadership: Trust and Leadership

What are the main characteristics that lead us to believe that a leader is reliable?

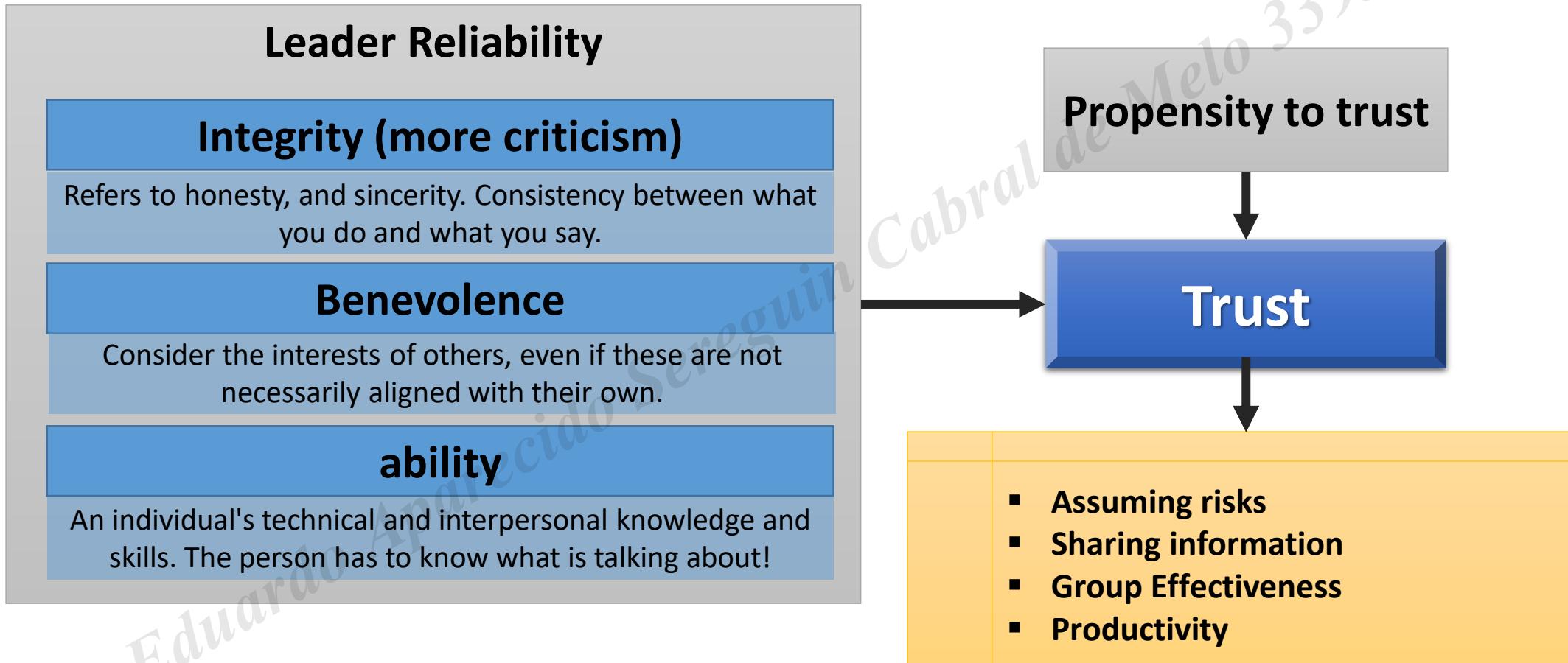
Studies on leadership and evidence indicate three main elements that determine the nature of trust:

- Integrity,
- Benevolence, and
- Capacity.

Source: Robbins et al. (2010), Comportamento Organizacional, page 377-381.

Authentic Leadership: Trust and Leadership

The nature of trust



Source: Robbins et al. (2010), Comportamento Organizacional, page 377-381.

Authentic Leadership: Ethics and Trust

Trust as a Process

Authentic Leadership: Trust as a Process

The propensity to *trust* refers to the predisposition that an individual has to trust other people.

Some people simply believe that others are trustworthy, while others are suspicious of everyone around them.

Confidence propensity is strongly associated with the personal trait of agreeableness, whereas low self-esteem is associated with a low confidence propensity.

Source: Robbins et al. (2010), Comportamento Organizacional, page 377-381.

Authentic Leadership: Trust as a Process

Time is the last ingredient in the revenue of trust.

Leaders need to demonstrate that they have integrity, benevolence, and capability in situations where trust is important, like when they might behave opportunistically or disappoint employees, but they don't.

Source: Robbins et al. (2010), Comportamento Organizacional, page 377-381.

Authentic Leadership: Trust as a Process

Leaders who break the psychological contract with workers, demonstrating that they are not worthy of trust, will find:

- less satisfied and less committed employees,
- intending to leave the company,
- less involved in organizational citizenship behavior, and
- presenting a bad performance.



Source: Robbins et al. (2010), Comportamento Organizacional, page 377-381.

Authentic Leadership: Trust as a Process



Once broken, trust can be regained, but only in certain situations, depending on the type of violation.

However, if the offender deceived his subordinates or lied to them, trust will never be fully restored, not even after apologies, promises, or a consistent pattern of trust-inspiring actions.

Source: Robbins et al. (2010), Comportamento Organizacional, page 377-381.

Authentic Leadership: Ethics and Trust

Consequences of Trust

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Authentic Leadership: Consequences of Trust

Trust between supervisors and employees, between leaders and followers, is related to several positive outcomes at work.

Four of the most important consequences of trust demonstrated in research are:

- *Trust encourages to take risks;*
- Trust facilitates information sharing
- *Reliable groups are more effective; and*
- *Trust improves productivity.*

Source: Robbins et al. (2010), Comportamento Organizacional, page 377-381.

Authentic Leadership: Consequences of Trust

Four important consequences of trust:

		Why Invest in Trust?
During the Process	<i>Trust encourages to take risks</i>	Whenever employees decide to deviate from the usual way of doing things or do things differently from the supervisor's direction, they are taking risks. In both cases, a trust relationship can facilitate the action.
	<i>Trust facilitates information sharing</i>	It is common for employees not to feel psychologically safe to reveal their point of view. When managers demonstrate to the employees that their ideas are heard, and they have much interest to perform the change, employees feel more willing to manifest their opinions freely.
Results	<i>Reliable groups are more effective</i>	When a leader establishes a reliable tone within a group, members are more motivated to help another and perform an extra effort in this sense, which increases trust. These actions tend to value and increase the group performance.
	<i>Trust improves productivity</i>	Employees who trust their supervisors tend to present better performance rates. The lack of trust makes it difficult for people to visualize objectives in common. They are susceptible to hiding information and seek their interests generating a climate of lack of trust.

Source: Robbins et al. (2010), Comportamento Organizacional, page 377-381.

Leading to the Future

Leaders Development ; Mentoring; Coaching

Leading to the Future



- Leaders take (or should take) responsibility for developing future leaders. It should be, perhaps, the main task of a leader!
- Mentoring is a practice that allows leaders to develop their followers for future challenges in leadership positions in the organization.
- As **mentors**, leaders help to preserve and develop the organization's culture at the same time when they transmit their knowledge.

Source: Robbins et al. (2010), Comportamento Organizacional, page 381-383.

Leading to the Future



Mentoring is an employee development program under which a senior or more experienced individual (the mentor) is assigned to act as an advisor, mentor, or guide to a more junior employee (mentee/mentor). The mentor is responsible for providing support and feedback to their mentee on topics that help them in their challenges of development and growth in the organization.

Therefore, a **mentor** is a senior employee who patronizes and supports a less experienced employee, their "protected". Successful mentors are good professors. They present ideas are good listeners and show empathy for the problems and feelings of their proteges. These relationships are valid both for professional and psychosocial functions

Source: Robbins et al. (2010), Comportamento Organizacional, page 381-383.

Leading to the Future



Mentor-mentor relationships address both professional and psychosocial roles, as shown in the table:

Functions of the Mentoring Relationship (mentor-mentored)	
Professional Functions (mentor)	Psychosocial Functions (mentor)
<ul style="list-style-type: none">○ It pressures the organization to achieve challenging tasks with an impact on its “protégé”.○ It prepares the “protégé” to develop their skills and achieve their work goals.○ It assists the “protégé” by providing exposure to influential people within the organization.○ It defends the “protégé” from possible risks to its reputation.○ Sponsor the “protégé” by referring him to possible contacts or promotions.○ It acts as a propagator of ideas that the “protégé” hesitates to share with his direct supervisor.	<ul style="list-style-type: none">○ Counsels the “protégé” about anxieties or uncertainties to help improve their self-confidence.○ Acts as a model of conduct (ethics).○ It offers friendship and acceptance.○ Shares personal experiences with the “protégé”.

Source: Robbins et al. (2010), Comportamento Organizacional, page 381-383.

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Leading to the Future



The **mentor** will develop the relationship, showing informally the **mentored** how the organization *does functions* outside the formal procedures and structures.

Very **mentors** feel the need to share their learning with the youngest generations and they want to leave a legacy. The *mentoring* program is a opportunity.

The program also provides “without filter” access to information from employees from lower levels, allowing the identification of potential problems within the organization.

Source: Robbins et al. (2010), Comportamento Organizacional, page 381-383.

Leading to the Future



Formal *mentoring* programs have more chances of success if they properly combine the style, needs, and the **mentor's** experience and mentor.

Mentors can greatly help in the progress of the “protégé”, as they can obtain resources and trigger their networks of relationships.

Care must be taken the risk of reinforcing a "preferred" style of the organization, which can leave people from different profiles from the *mentoring* process and the opportunities in the organization.

Source: Robbins et al. (2010), Comportamento Organizacional, page 381-383.

Leading to the Future

Difference between *Mentoring* and *Coaching*



- The two approaches have the same purpose: help people to be able to overcome their limitations and achieve their objectives.
- However, they have characteristics that make them different between themselves.
- Combating them is often the best way to achieve the best results.
- A leader could develop the competencies of *Coaching* and *Mentoring*.
- The mastery of both approaches allows the Coach / Mentor to make the coachee/mentee develop even more since they have already gone through the same situations as their “pupil”.

Source: <http://www.ibccoaching.com.br/portal/coaching/o-que-e-coaching-e-mentoring/>

Leading to the Future

Difference between *Mentoring* and *Coaching*



MENTORING

- It is a kind of tutoring where older and more experienced professional guides and shares their experiences and knowledge with younger professionals, giving them guidance and advice for the development of their careers. The one responsible for conducting a *mentoring* process is called Mentor.
- Although they may also have a more personal bias, these teachings will be focused on the professional life of the mentored.
- *Mentoring* does not have any artifices that limit the time in which the sessions will be performed.

Coaching

- It is a process of accelerating results that consist of developing skills and abilities to achieve certain results. For this, they need to be committed, focused, and have practical actions. The one responsible for conducting a *coaching* process is called Coach or "trainer".
- A Coach supports and assists their coachee through powerful questions and techniques to move from the current state to the desired state.
- The process is conducted through sessions that can be weekly, fortnightly, or monthly, with defined tasks for the coachee to act to achieve the defined goals, within their pre-determined period.

Source: <http://www.ibccoaching.com.br/portal/coaching/o-que-e-coaching-e-mentoring/>

Find and Develop Leaders

Selection; Training & Development

Find and Develop Effective Leaders

SELECTION

- Identify effective leaders is, at the same time, difficult and important!
- This search can start with the analysis of knowledge and skills necessary for an effective leadership
- Organizations do not seem to invest adequate time in leadership succession and are surprised when their selection proves to be inefficient!

Source: Robbins et al. (2010), Comportamento Organizacional, page 386-387.

Find and Develop Effective Leaders

SELECTION

- They can be used, for example, in personality tests to detect traits associated with *leadership – extroversion*, and opening to *new experiences (big five)*.
- It is also important to test the degree of self-monitoring (self-management) of the candidate for the leader. The more self-management skills he has, the more suitable he is, as this characteristic makes him able to better understand situations and adjust his behavior to them.

Source: Robbins et al. (2010), Comportamento Organizacional, page 386-387.

Find and Develop Effective Leaders

SELECTION

- Interviews can also be carried out to assess whether the candidate's previous experiences can be useful to the situation in which he will have to act and also to verify if the candidate has certain personality traits such as extroversion, self-confidence, vision, oratory, and charisma, for example.



Source: Robbins et al. (2010), Comportamento Organizacional, page 386-387.

Find and Develop Effective Leaders

Training & Development (T&D)

- Companies spend millions of dollars on training and the development programs of leaders.
- To maximize the results of the size investment, organizations must recognize that leadership training tends to be more successful if the individual has a high degree of self-management because this type of person has the flexibility to change their behavior.

Source: Robbins et al. (2010), Comportamento Organizacional, page 386-387.

Find and Develop Effective Leaders

Potential Results of a T&D Program

- Developing an understanding of critical content for effective insight;
- Development of skills for the implementation of a vision;
- Development of skills such as building trust and the function of a mentor;
- People can also learn to better assess situations, modify them to better fit their style, and determine which leadership behavior is most effective for each situation.

Source: Robbins et al. (2010), Comportamento Organizacional, page 386-387.

Emotional Intelligence

Concepts and Definitions; E.I.; Leadership styles ; Development Stages for E.I.

Concepts and Definitions

Emotional Intelligence

Emotional Intelligence (EI)

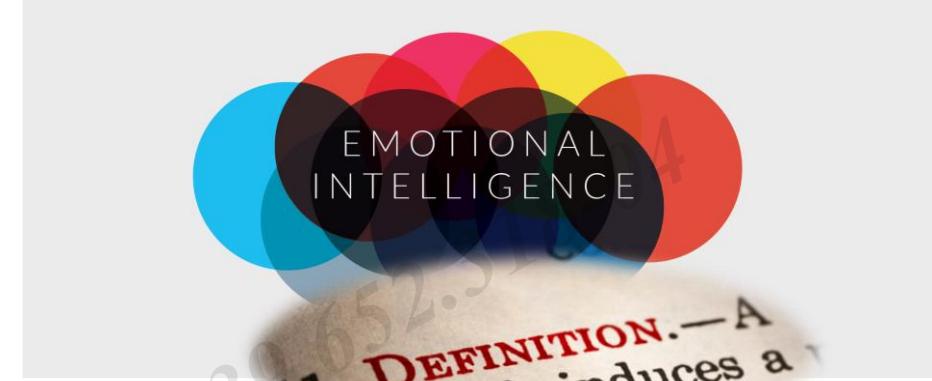


A person may have a remarkable education, highly analytical thinking, compelling vision, and an inexhaustible source of genius ideas, but even so, they still may not necessarily be a great leader.

A way to evaluate if a leadership is effective is through your **emotional intelligence (EI)**.

Source: Robbins et al. (2010), Comportamento Organizacional, page 360-361.

Emotional Intelligence (EI)



- "*Emotional Intelligence includes the ability to participate in sophisticated processing of information about the emotions and also about other people and the ability to use this information about thoughts and behavior. That is, individuals with a high level of emotional intelligence pay attention to, use, understand, and manage their emotions, and these skills serve adaptive functions that potentially benefit themselves and others.*"

Source: Mayer; Salovey; Caruso. Emotional Intelligence: New Ability or Eclectic Traits? American Psychologist, 2008.

Emotional Intelligence (EI)



How can you say to a person if they have high Emotional Intelligence?

And how can you recognize this competence in you?

Daniel Goleman presents the **components of E.I..**

Source: Goleman, D. (1998), *What Makes a Leader?* p. 93-102.

Emotional Intelligence Components

Emotional Intelligence

Emotional Intelligence (EI)



Five Components of Emotional Intelligence (EI)

<u>COMPONENT</u>	<u>DESCRIPTION</u>	<u>Brand</u>	<u>GROUPS</u>
Self-awareness	Ability to recognize and understand your temper, emotions, and initiatives, as well as their effects on others.	✓ Self-trust ✓ Realistic self-assessment ✓ Sense of humor with own flaws	self-management / self-monitoring skills
Self-discipline Self-management	Ability to control or redirect disordered impulses and tempers. The propensity to delay judgments, to think before acting.	✓ Trust and integrity ✓ Comfort with uncertainty ✓ Openness for change	
Motivation	A passion for work for reasons that go beyond money or position. A propensity to pursue goals with energy and persistence.	✓ Motivation to perform activities ✓ Optimism, even with failure ✓ Organizational commitment	
Empathy Social consciousness	Ability to understand other people's emotional way of being. Ability to train people according to their emotional reactions.	✓ Specialist in building and retaining talent ✓ Sensitivity to different cultures ✓ Customer service	skills in managing your relationship with others
Social Skill Relationship Management	Ability to manage relationships and develop networks. Ability to find common ground and build understanding.	✓ Effectiveness to lead changes ✓ Persuasion ✓ Specializing in building / lead teams	

Emotional Intelligence

(Classes, Fundamental Capacities, and Competence Groups)



Ability to drive effectively to ourselves		Ability to drive effectively to our relationships	
Self-awareness	Self-management	Social consciousness	Social skills
Ability to recognize and understand your temper, emotions, and initiatives, as well as their effects on others.	Ability to control or redirect disordered impulses and tempers. The propensity to delay judgments, to think before acting.	Ability to understand other people's emotional way of being. Ability to understand people according to their emotional reactions.	Ability to manage relationships and develop networks. Ability to find common ground and build understanding.
<ul style="list-style-type: none">✓ <i>Emotional self-awareness</i>✓ <i>Self-assessment</i>✓ <i>Self-trust</i>	<ul style="list-style-type: none">✓ <i>Self-control</i>✓ <i>Trust</i>✓ <i>Conscious state (conscientiousness)</i>✓ <i>Adaptability</i>✓ <i>Results orientation</i>✓ <i>INITIATIVE</i>	<ul style="list-style-type: none">✓ <i>Empathy</i>✓ <i>Organizational Awareness</i>✓ <i>Services orientation</i>	<ul style="list-style-type: none">✓ <i>Visionary leadership</i>✓ <i>Influence</i>✓ <i>Develop others</i>✓ <i>COMMUNICATION</i>✓ <i>Catalyst change</i>✓ <i>Conflict management</i>✓ <i>Construction of links</i>✓ <i>Team work and collaboration</i>

Emotional Intelligence (EI)



A primordial component of E.I. is **empathy**. Leaders who have empathy can sense the needs and feelings of others;

The caring characteristic that empathizes with, especially towards the people they work with, is what inspires them to stay with a leader when problems arise. The mere fact that someone care about you are often rewarded with loyalty.

Source: Robbins et al. (2010), Comportamento Organizacional, page 360-361.

Emotional Intelligence (EI)



Empathy can be defined as:

- (PSICOL) Ability to imagine yourself in someone else's shoes;
- (PSICOL) Understanding the feelings, desire, ideas, and actions from others;
- Any act of emotional involvement in relation to a person, a group and a culture;
- Ability to interpret non-verbal standards of communication;
- Feeling that external objects provoke in a person.

Leadership styles & Emotional Intelligence

Emotional Intelligence

Emotional Intelligence (EI)



- Executives, Directors, Leaders in general use **six styles of leadership**.
- Each one originating from the components of Emotional Intelligence
- Daniel Goleman and other researchers observed that each style has a different impact on the organizational climate (*flexibility, responsibility, standards, rewards, clarity, commitment*).

Source: Goleman, D. (2000), *Leadership that Gets Results*, p. 78-90.

Emotional Intelligence (EI)



Six Leadership styles – Emotional Intelligence (EI)

	<u>Coercive</u>	<u>AGGRESSIVE</u>	<u>Coaching</u>	<u>Democratic</u>	<u>Affiliative</u>	<u>Reliable</u>
The action modes of leaders	Demands immediate obedience	Establishes high performance standards	Develops people for the future	Creates consensus through participation	Creates harmony and build emotional links	Mobilizes people towards a vision
The style in a sentence	<i>"Do what I say"</i>	<i>"Do as I do, now"</i>	<i>"Try this"</i>	<i>"What do you think?"</i>	<i>"People come first"</i>	<i>"Come with me"</i>
Intel's implied competence. Emotional	Leading to execution, initiative, self-control	Awareness, lead to execution, initiative	Develop others, empathy, self-awareness	Collaboration, team leadership, communication	Empathy, relationships construction, communication	Self-confidence , empathy, stimulating change
When styles work better	In a crisis and/or at the beginning of it, or with employees problems	To obtain results of a motivated and competent team	In helping an employee improve performance or develop long-term strength	For consolidation or consensus, or to obtain the contribution of valuable employees	For healing ruptures in a team or motivation of people during stressful circumstances	When changes require new vision or when clear direction is needed
Comprehensive impact on organizational climate	Negative	Negative	Positive	Positive	Positive	Very Positive

Emotional Intelligence (EI)



Emotional Intelligence (EI)

Perspectiva detalhada

O Impacto dos Estilos de Liderança nos Condutores de Clima

Nossa pesquisa investigou como cada estilo de liderança afetou os seis condutores de clima, ou a atmosfera de trabalho. Os dados abaixo mostram a correlação entre cada estilo de liderança e cada aspecto do clima. Assim, por exemplo, se considerarmos o clima condutor de flexibilidade, veremos que o estilo coercivo tem uma correlação -0,28, enquanto que o estilo democrático tem uma correlação 0,28, igualmente forte na direção oposta. Focando no estilo de liderança confiável, descobrimos que tem uma correlação 0,54 com recompensas, fortemente positivas, e uma correlação 0,21 com responsabilidade, positivo, mas não tão forte. Em outras palavras, a correlação de estilos com recompensas foi mais do que duas vezes maior do que o de responsabilidades.

De acordo com os dados, o estilo de liderança confiável tem o mais positivo efeito no clima, mas os três outros, agregador, democrático e conselheiros seguem próximos, logo atrás. Assim, a pesquisa indica que nenhum estilo deve ser confiável com exclusividade, e todos têm uso ao menos no curto prazo.

	Coercivo	Confiável	Agregador	Democrático	Agressivo	Conselheiro
Flexibilidade	-0,28	0,32	0,27	0,28	-0,07	0,17
Responsabilidade	-0,37	0,21	0,16	0,23	0,04	0,08
Padrões	0,02	0,38	0,31	0,22	-0,27	0,39
Recompensas	-0,18	0,54	0,48	0,42	-0,29	0,43
Clareza	-0,11	0,44	0,37	0,35	-0,28	0,38
Compromisso	-0,13	0,35	0,34	0,26	-0,20	0,27
Impacto Completo no Clima	-0,26	0,54	0,46	0,43	-0,25	0,42

Source: Goleman, D. (2000), *Leadership that Gets Results*, p. 78-90.

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Emotional Intelligence (EI)



Few leaders have all six styles in their possession, and even fewer know when and how to use them.

A leader can build a team with members who employ different styles.

Leaders can expand their style pools. To do this, they must understand which emotional intelligence competency underlies the leadership styles they lack. They can then work assiduously to improve their quotients.

Source: Goleman, D. (2000), *Leadership that Gets Results*, p. 78-90.

Stages of Emotional Intelligence Development

Emotional Intelligence

Emotional Intelligence (EI)



Five-Step Process to Rewire the Brain and Gain More Emotional Intelligence

- An Emotional Intelligence leader can monitor their mood through self-awareness, change it for the better through self-management, understand the impact using empathy, and act in ways that influence others' moods through relationship management;
- Goleman, Boyatzis, and McKee propose a five-step process designed to reprogram the brain to more emotional intelligence behavior.

Source: Goleman, et al. (2001), *Primal Leadership*, p. 42-51.

Emotional Intelligence (EI)



Five-Step Process to Rewire the Brain and Gain More Emotional Intelligence

1. Who I want to be?
2. Who am I now?
3. How do I get there?
4. What do I do to make the change last?
5. Who can help me?



Source: Goleman, et al. (2001), *Primal Leadership*, p. 42-51.

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Emotional Intelligence (EI)



Five-Step Process to Rewire the Brain and Gain More Emotional Intelligence

1) Who I want to be?

2) Who am I now?

3) How do I get there?

4) What do I do to make the change last?

5) Who can help me?

Source: Goleman, et al. (2001), *Primal Leadership*, p. 42-51.

Summary and Implications for Managers and Organizations

Closing and Resumption of Theories and Types of Leadership

Implications for Managers and Organizations

Leadership has a central role in understanding group behavior as the leader usually offers the direction to achieve the objectives.

Knowing what defines an effective leader can be valuable for the improvement of the group's performance and the organization.

And it can have an impact on a better organizational climate and the quality of life of employees!

Source: Robbins et al. (2010), Comportamento Organizacional, page 389.

Implications for Managers and Organizations

Importance of Trait Theory

Recent proofs have shown good results regarding the use of personality dimensions (trait theory), especially in the application of the *Big Five* model. **Extraversion, conscientiousness, and openness to new experiences** showed a strong relationship with leadership effectiveness.

Source: Robbins et al. (2010), Comportamento Organizacional, page 389.

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Implications for Managers and Organizations

Importance of the Behavioral Approach

- The main contribution of the behavioral approach was the classification of leadership into two categories:
 - **the task oriented (initiation structure)**, and
 - **the people oriented (importance)**.

Source: Robbins et al. (2010), Comportamento Organizacional, page 389.

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Implications for Managers and Organizations

Importance of Contingency Approaches

- When considering the situation in which the leader is inserted, contingency theories promised an advance in the understanding of leadership.
- However, only the Fiedler Contingency model showed more satisfactory results.

Source: Robbins et al. (2010), Comportamento Organizacional, page 389.

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Implications for Managers and Organizations

Importance of Contingency Approaches

Fred Fiedler's Contingency Model

three contingencies or situational dimensions that determine the effectiveness of leadership

Leader-Follower Relationship

The degree of trust, credibility, and respect that group members have for their leader.

Relationship-oriented leaders perform better in moderate control situations.

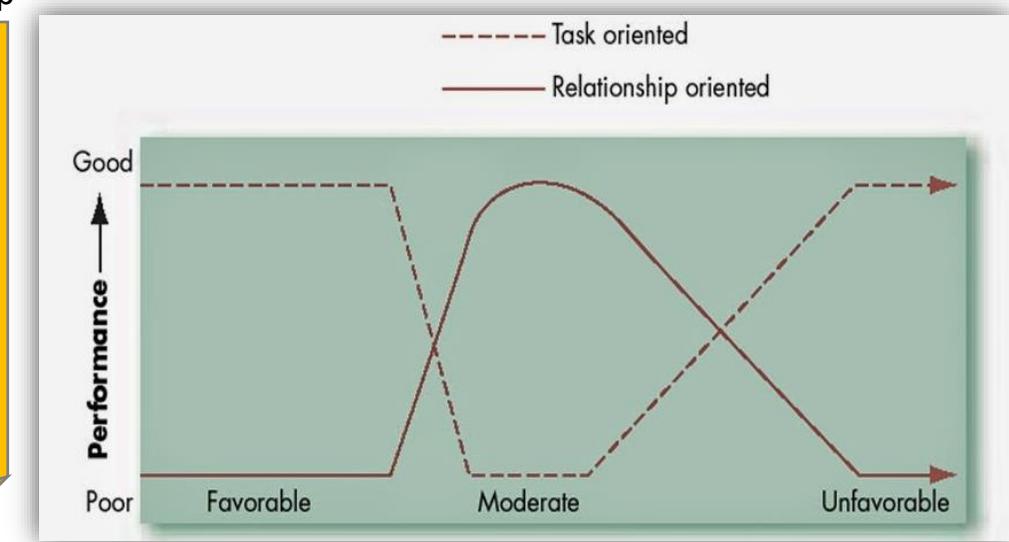
Task Structure

The degree of structuring and formalization of procedures and tasks at work.

Task-oriented leaders perform better in more extreme situations of high and low control.

Position Power

The degree of influence a leader has over variables such as the power to hire, fire, take disciplinary action, grant promotions, and pay raises.



Source: Robbins et al. (2010), Comportamento Organizacional, page 389.

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Implications for Managers and Organizations

Importance of Charismatic and Transformational Leadership

- Organizations are increasingly looking for leaders who exhibit transformational leadership qualities.
- They want leaders with vision and the charisma necessary to implement it.

Source: Robbins et al. (2010), Comportamento Organizacional, page 389.

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Implications for Managers and Organizations

Importance of Authentic Leadership

- Effective leaders must also be authentic and develop trusting relationships with those they want to lead.
- Trust between leaders and followers can help to reduce bureaucratic rules regarding the definition of expectations and relationships.
- Untrustworthy managers are not considered effective leaders!

Source: Robbins et al. (2010), Comportamento Organizacional, page 389.

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Implications for Managers and Organizations

Importance of Succession

- The concern and investment of time and resources in identifying the leaders of the future (succession) is fundamental.
- Senior management should also consider investing in leadership training and development through courses, workshops, job rotation, training in mentoring, and coaching programs, among others.

Source: Robbins et al. (2010), Comportamento Organizacional, page 389.

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Final Message

Be the Transformation Leader





Anybody can be a leader. Anyone can choose to make deep change and become a more transformational influence. All they have to do is ask these four questions:

- **What result do I want to create?**
- **Am I internally driven?**
- **Am I other focused?**
- **Am I externally open?**



Are you in the normal or fundamental state of leadership?

- **Am I in my "comfort area"?** (holding me back what I already know);
- **Am I more focused on what people think or want from me?** (serving to the wishes of others in the effort to "maintain peace");
- **Am I more closed off in my world, in my ego?** (putting my interests above the interests of the collective);
- **Am I internally closed off, not listening to the signals from the external environment?** (blocking external stimuli, focusing more on tasks, and thus avoiding risks).

Source: Robert E. Quinn (2005). Moments of greatness - fundamental state of leadership, HBR, Jul-Aug_2005.

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Foundational State of Leadership

Stay in the comfort zone
(same results)

Am I **focused on the collective good, the needs of my organization, stakeholders, my community?**

Am I oriented to my inner values, by what guides me (connected with who I am, with what my Work is)?

Locked in your own world, not listening the signs of the external environment.

Oriented to what others want or expect from me.

Am I open to external incentives that allow me to continually learn?

Am I results-oriented (that makes sense to me, connected with who I am, what my job is)?

Focus on your interests, on your ego.

Source: Robert E. Quinn (2005). Moments of greatness - fundamental state of leadership, HBR, Jul-Aug_2005.

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"Normal" people who find their lives boring, or uninspired, are like that, as they never tried to gain knowledge that would inspire them. They are so hypnotized by their environments, by the media, by television, by people who dictate ideas and parameters that everyone struggles to imitate, but that no one can achieve in terms of physical appearance, definitions of beauty and value that are illusions for which people fall. earn and live mediocrely. And living that illusion their souls may never appear so they can change. But if we can come this, the person becomes a first time to ask if there is something more, or why we are here, what is the purpose of life where we go, what happens when we die. If they start asking such questions, they can start flirting and interacting with the realization that they are having a nervous breakdown. But it's your old concepts that are starting to crumble.



DR. Joe Dispenza, D.C
Doctor of Chiropractic Medicine, Life
University, Atlanta Georgia
Graduated in biochemical, post-graduate
in anatomy and physiology, biochemical,
and genetics

Extracted from Documentary: Who Are We? (What the Bleep Do We Know!)



Why good leaders make you feel safe

- March 2014 | TED2014 (12 minutes)
- This talk was presented at an official TED conference, and was featured by our editors on the home page
- *What makes a great leader? Management theorist Simon Sinek suggests, it's someone who makes their employees feel secure, who draws staffers into a circle of trust. But creating trust and safety — especially in an uneven economy — means taking on big responsibility.*
- **Simon Sinek** – Leadership expert – explores how leaders can inspire cooperation, trust, and change. He's the author of the classic "Start With Why"; his latest book is "Leaders Eat Last."

Source: https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe

The screenshot shows a TED talk video player. At the top, the TED logo and the tagline 'Ideas worth spreading' are visible, along with navigation links for 'WATCH', 'DISCOVER', and 'ATTEND'. The main video frame features Simon Sinek speaking on stage, wearing glasses and a plaid shirt, with his hands raised. A large play button is overlaid on the video. To the right of the video are social sharing icons for 'Share', 'Add to list', 'Like', and 'Rate'. Below the video, the title 'Why good leaders make you feel safe' is displayed in bold white text. A red progress bar indicates the video is 11:55 minutes long. At the bottom of the screen, there are five tabs: 'Details' (underlined), 'Transcript' (38 languages), 'Reading List' (Further learning), and 'Comments' (Join the conversation). To the right of these tabs, the view count '7,828,827 views' and the date 'March 2014 | TED2014' are shown. Further down, a summary of the talk is provided, followed by a note about its presentation at the TED conference and its placement on the home page. On the far right, a sidebar lists 'Related tags' including 'Business', 'Leadership', and 'Military'.

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Videos

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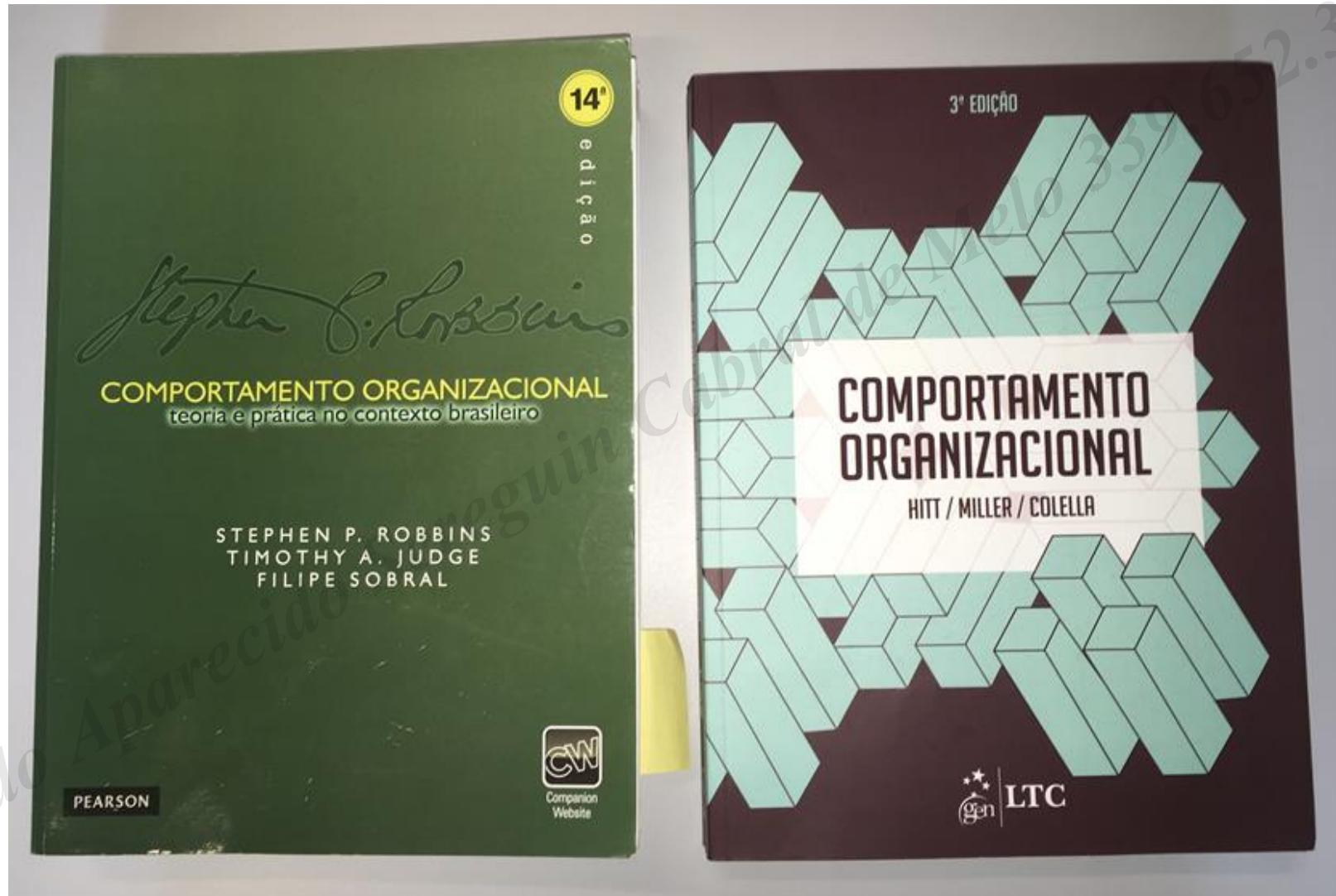
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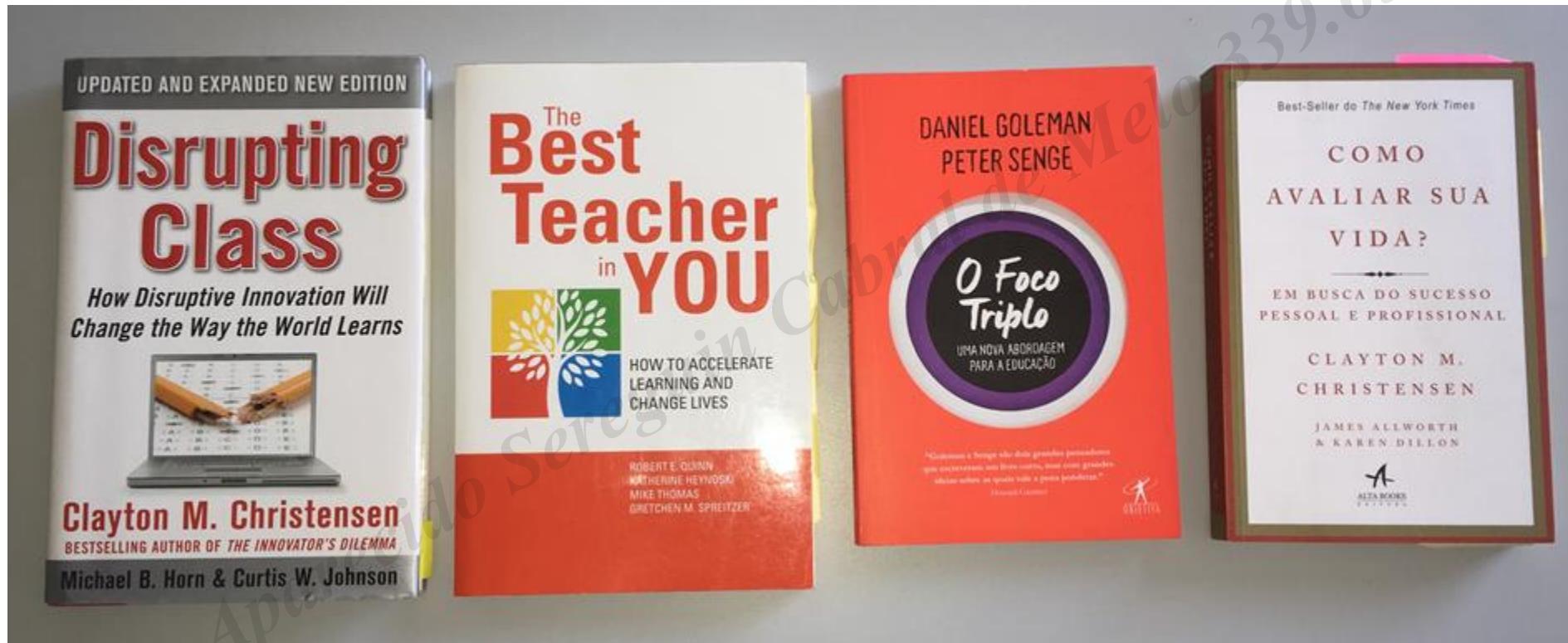
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Recommended Books – Organizational Behavior



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Recommended Books - Education



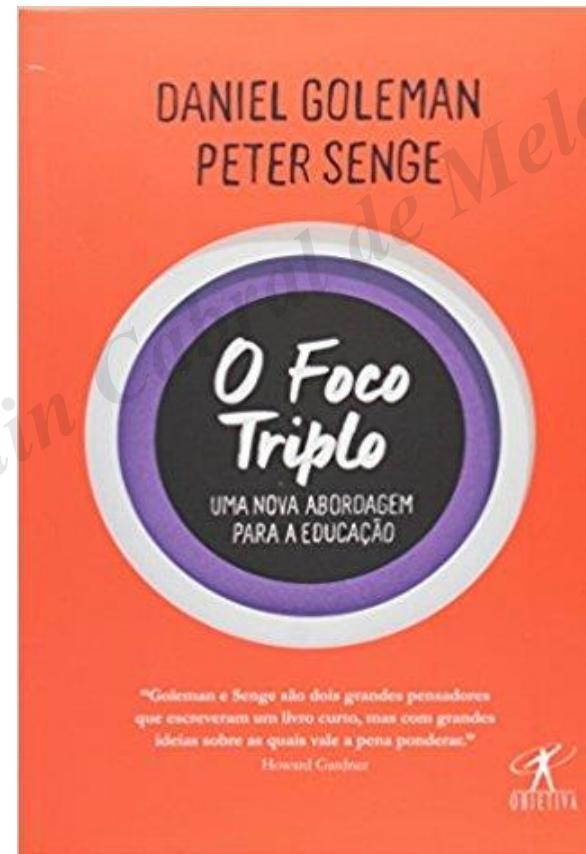
Recommended Books

- Inovação Na Sala De Aula - Com A Inovação Disruptiva Muda A Forma De Aprender1.
- By Clayton M. Christensen, Michael B. Horn, Curtis W. Johnson.
- Bookman, Edição: 1, 2012.



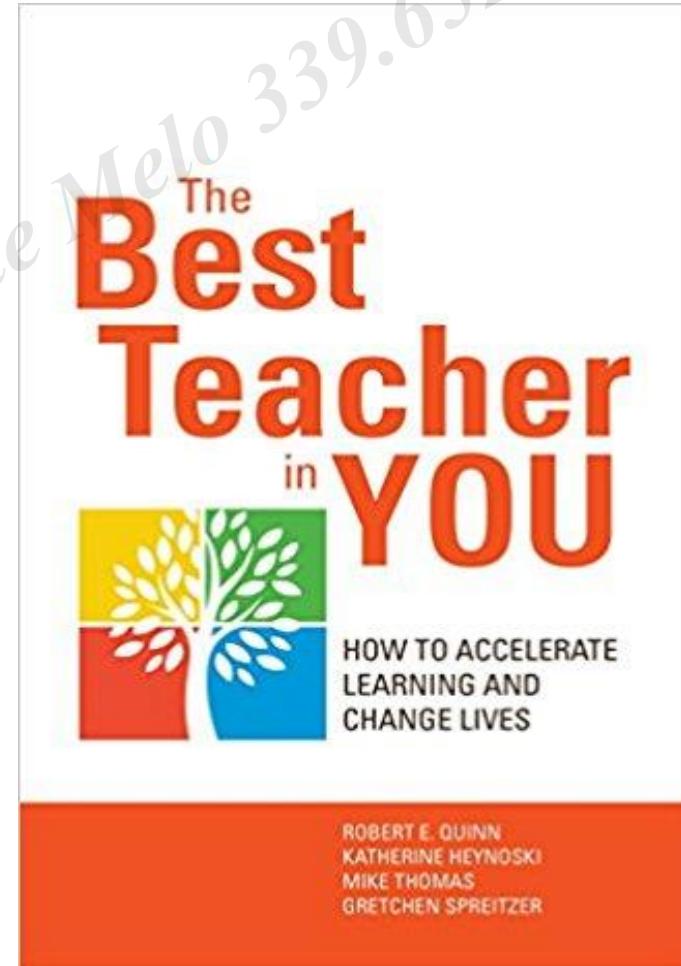
Recommended Books

- O Foco Triplo.
- By Daniel Goleman and Peter Senge.
- Objetiva, Edição: 1^a, 2016.



Recommended Books

- ***The Best Teacher in You: How to Accelerate Learning and Change Lives.***
- By Robert Quinn, Kate Heynoski, Michael Thomas, Gretchen Spreitzer.
- Berrett-Koehler Publishers, 1 edition, 2014.

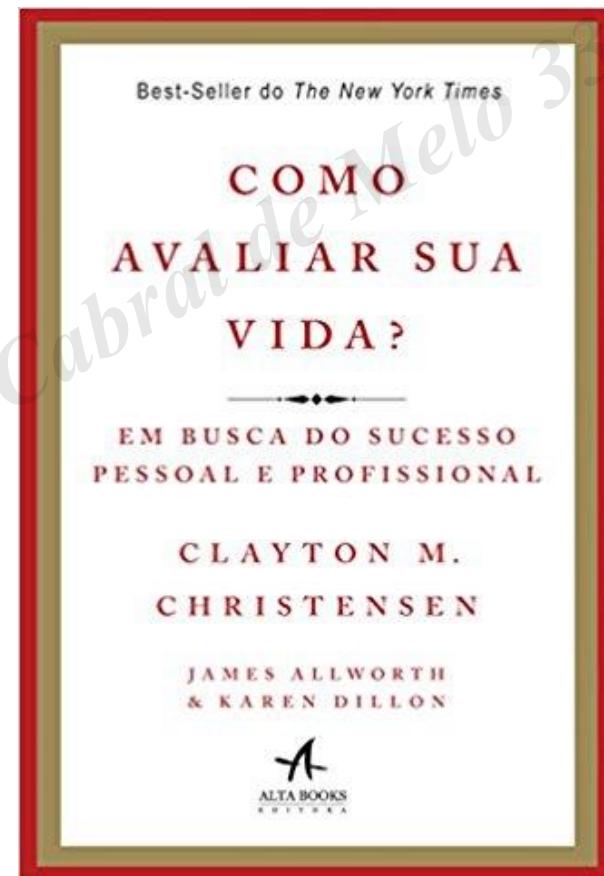


Recommended Books - Leadership



Recommended Books

- **How to Evaluate Your Life?**
- by Clayton Christensen, James Allworth, Karen Dillon.
- Alta Books, Edição: 1^a, 2012.



Recommended Videos



- TED talk from Simon Sinek "Why good leaders make you feel safe" (12 minutes)
 - ✓ https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe
- TED talk by Simon Sinek "how great leaders inspire action"
<https://www.youtube.com/watch?v=1mQieoaZVu8&feature=youtu.be>
- TED talk by Roselinde Torres "What it takes to be a great leader" (9 minutes)
 - ✓ https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader?utm_content=awesm-publisher&utm_campaign=&awesm=on.ted.com_Torres&utm_source=linkedin.com&utm_medium=on.ted.com-static



Leadership in Data Science



EESC • USP
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Thank you!