IS3103 Information Systems Leadership and Communication

Lecture 1
Overview of Leadership

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Defining Leadership

▸ **Nature of Human Communication**

  ▸ Symbols

    ▸ abstract, arbitrary representations of reality agreed upon by human users

▸ Communications is based on the transfer of symbols, which allows individuals to create meaning

▸ Leaders use symbols to create reality

▸ Leaders make conscious use of symbols to reach their goals

▸

Defining Leadership

▸ **The Human Communication Process**

  ▸ Communication is not linear, it is circular

  ▸ Communication is complex

  ▸ Communication is irreversible
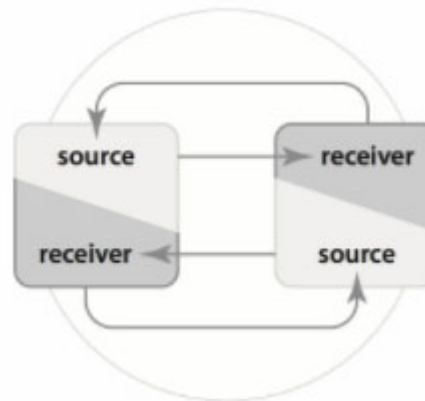
  ▸ Communication involves the total personality

Action Model of Communication

source → receiver

Interaction Model of Communication

source → receiver

feedback
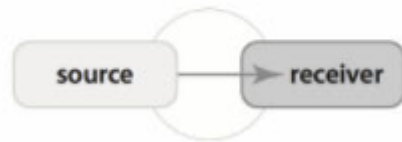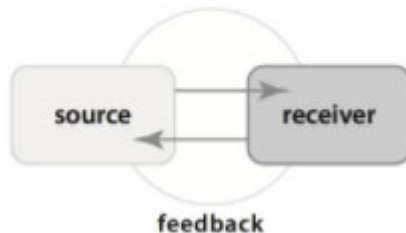
Transactional Model of Communication

source → receiver
receiver ← source

difference between interaction and transactional

Defining Leadership

▸ Leadership is a communication-based activity

▸ Leaders spend much of their time shaping messages that are then presented to a variety of follower, constituent, and stakeholder groups

▸ Leaders communicate about the past, present, and future

▸ The more leadership responsibility one has, the more one's job focuses on communication

▸

Defining Leadership

▸ Definitional Themes

    ▸ Leadership is about who you are

    ▸ Leadership is about how you act

    ▸ Leadership is about what you do

    ▸ Leadership is about how you work with others

"Leadership is a process whereby an individual influences a group of individuals to achieve a common goal."—Peter Northouse[20]

"Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives."—Gary Yukl[21]

"A leader [can be defined as] a person who influences individuals and groups within an organization, helps them in the establishment of goals, and guides them toward achievement of those goals, thereby allowing them to be effective."—Afsaneh Nahavandi[22]

"The process of influencing an organized group toward accomplishing its goals."—Richard Hughes, Robert Ginnett, and Gordon Curphy[23]

"Leadership is social influence. It means leaving a mark, it is initiating and guiding, and the result is change. The product is new character or direction that otherwise would never be."—George Manning and Kent Curtis[24]

"Leadership. . . . a dynamic (fluid), interactive, working relationship between a leader and one or more followers, operating within the framework of a group context for the accomplishment of some collective goal."—Jon Pierce and John Newstrom[25]

". . . We can define leadership as the ability to inspire confidence and support among the people who are needed to achieve organizational goals."—Andrew Dubrin[26]

Defining Leadership

Leadership is human (symbolic) communication that modifies the attitudes and behaviors of others in order to meet shared group goals and needs

(Johnson and Hackman 2018)
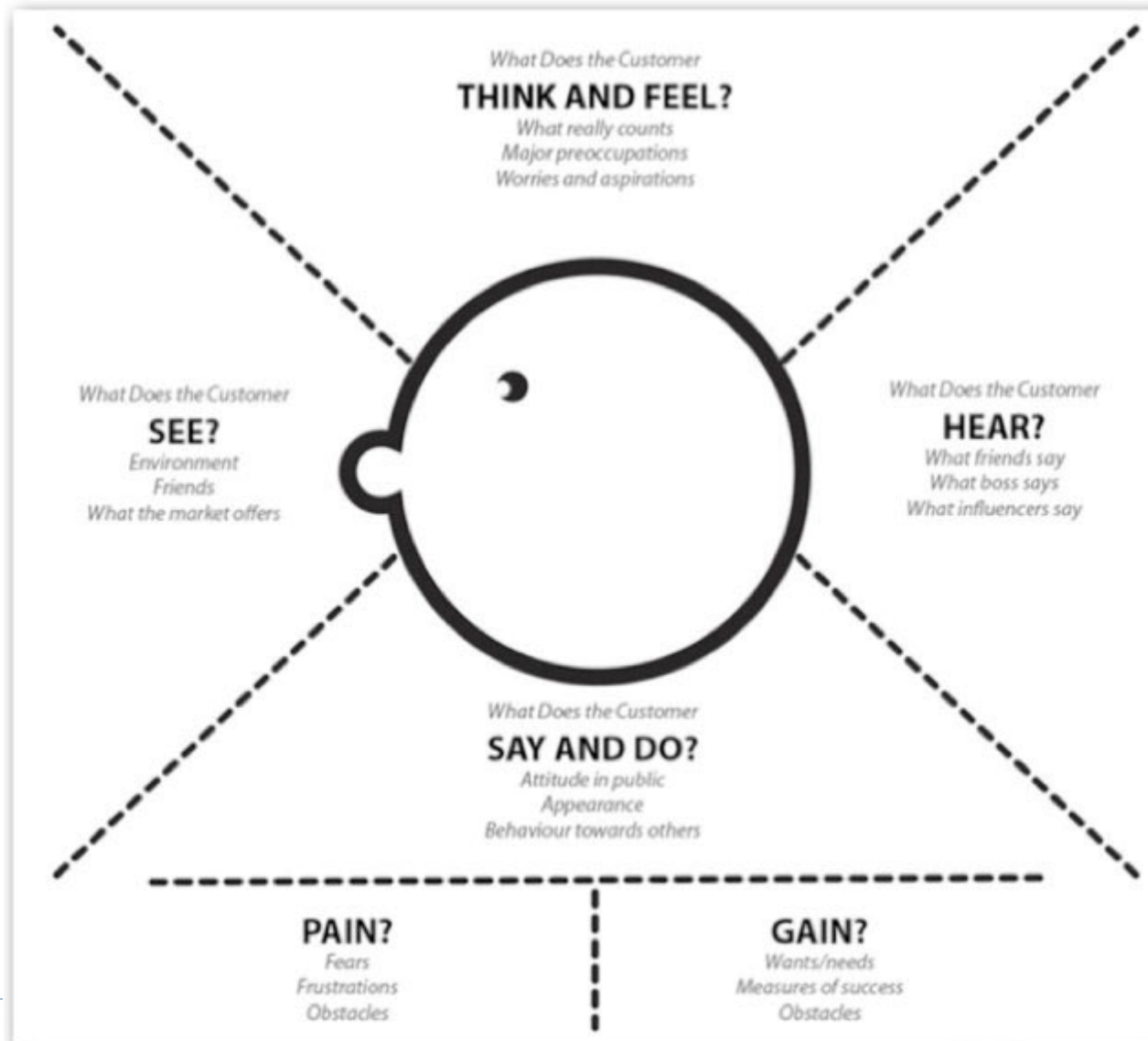
Emotional Literacy and Emotional Quotient (EQ)

Box 1.8   Self-Assessment   **Emotional Word Matrix[70]**

Instructions: You have ten minutes to fill in the boxes below with high-intensity, moderate intensity, and low-intensity descriptors for each of the primary emotions. For example, descriptors for "happy" can range from ecstatic (high) to delighted (medium) to glad (low). When time is up, respond to the following questions: Did you find it difficult to complete the matrix? If so, why? How can you improve your emotional vocabulary?

Category	Intensity		
	High	**Moderate**	**Low**
Happy			
Sad			
Scared			
Angry			
Confused			
Strong			
Weak			

Empathy Map (Design Thinking Toolset)

What Does the Customer
THINK AND FEEL?
What really counts
Major preoccupations
Worries and aspirations

What Does the Customer
SEE?
Environment
Friends
What the market offers

What Does the Customer
HEAR?
What friends say
What boss says
What influencers say

What Does the Customer
SAY AND DO?
Attitude in public
Appearance
Behaviour towards others

PAIN?
Fears
Frustrations
Obstacles

GAIN?
Wants/needs
Measures of success
Obstacles

The Question of "Bad" Leadership

- Cognitive errors
  - Poor decision making
- Incompetent
  - Lack practical, academic, or social intelligence
- Rigid
  - Unyielding, unable or unwilling to adapt to new ideas, new information, or changing times
- Selfishness
  - Self-centeredness
- Callous
  - Uncaring or unkind
- Corrupt, Evil…

The Question of "Bad" Leadership

- Environmental factors
  - Pressure to meet aggressive goals
  - Intense competition to maintain market share, profitability, etc
  - Organizational instability and uncertainty caused by downsizing, mergers, recessions, rapid technological developments, shortages of resources
  - Perception of an outside threat
  - Pressure to conform
  - Pressure from followers to engage in unethical behavior
  - Organizational climates that encourage unethical behavior
  - Lack of checks and balances both inside and outside the organization to check toxic behavior
  - Cultural values that encourage destructive leadership

The Leader/Follower Relationship

- Most people routinely shift between leader and follower functions
  - *Leader-follower*
- Leaders and followers function collaboratively toward shared objectives
- Leaders and followers are relational partners who play complementary roles
  - Leaders exert a greater degree of influence and take more responsibility for the overall direction of the relationship
- Leaders tend to get credit but often success would not be possible without hardwork of followers
- **"You can learn to lead by following and learn to follow by leading"**

MANAGERS VERSUS LEADERS

Great managers are often great leaders, and vice versa, but they are not always one in the same.

What's the real difference?

Managers	Leaders
Administer	**Innovate**
Their process is transactional: meet objectives and delegate tasks.	Their process is transformational: develop a vision and find a way forward.
Work Focused	**People Focused**
The goal is to get things done. They are skilled at allocating work.	The goals include both people and results. They care about you and want you to succeed.
Have Subordinates	**Have Followers**
They create circles of power and lead by authority.	They create circles of influence and lead by inspiring.
Do Things Right	**Do the Right Thing**
Managers enact the existing culture and maintain status quo.	Leaders shape the culture and drive Integrity.

A MANGER AND A LEADER WORKS TOGETHER...

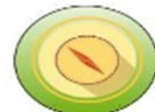| The Manager...	The Leader...
PLANS & BUDGETS	SETS A DIRECTION
ORGANIZES & STAFFS	ALIGNS PEOPLE
CONTROLS & PROBLEM SOLVES	MOTIVATES & INSPIRES
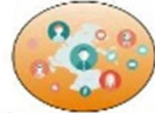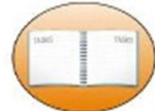
Envision Partners

Transition

Career Development

Individual Contributor triangle:
- Deadlines
- Objectives
- Task Driven

INDIVIDUAL CONTRIBUTOR

Technical and Professional Skills

Manager - Leader triangle:
- Process
- Interpersonal
- Behavioural

MANAGER - LEADER

Performance Skills
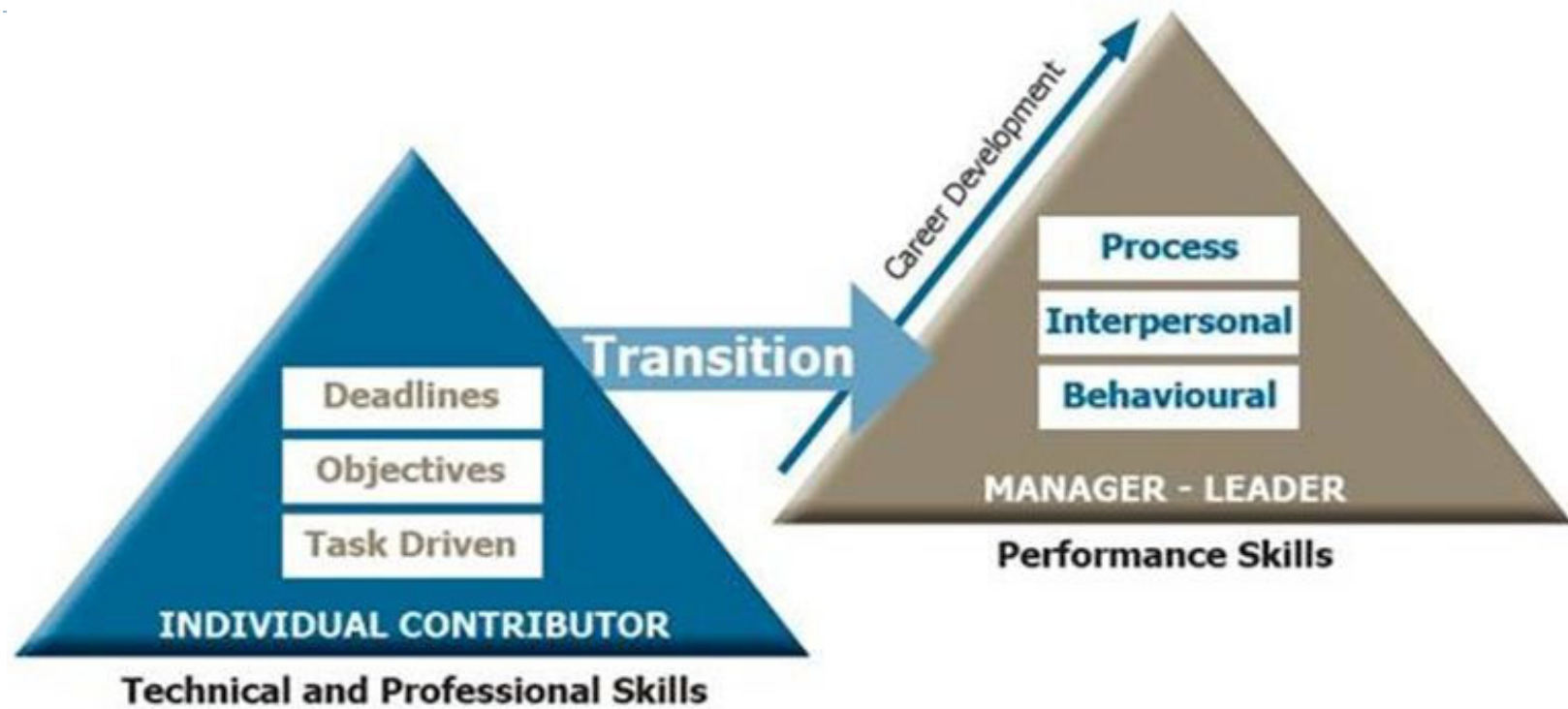
Managers vs. Leaders

▸ **Managers**

  ▸ Times of stability, harmony, maintenance, and constancy

  ▸ Management produces orderly results

▸ **Leaders**

  ▸ Times of turbulence, conflict, innovation, and change

  ▸ Leadership leads to useful change

Leadership complements management; it doesn't replace it.

To succeed in an increasingly complex and volatile business environment, organizations must:

1. Meet their current commitments to customers, stockholders, employees, and others in a competent, systematic, and rational manner
2. Identify and adapt to the changing needs of these constituencies over time by establishing an appropriate direction for the future

▸

Difference between Management and Leadership
(Required Reading: Kotter 1990 HBR article "What Leaders Really Do")

▸ Leadership goes beyond routine tasks to cope with change, whereas management is a regular formal responsibility to cope with routine complexity

▸ Leadership is a process that aims to develop a vision for the organization; align people with that vision; and motivate people to action through the basic need fulfillment.

▸ Strong leadership with weak management is no better, and is sometimes worse, than the reverse

   ▸ Combine strong leadership and strong management and use each to balance the other

   ▸ Need both leaders and managers in a team

Good management controls complexity;
effective leadership produces useful change.
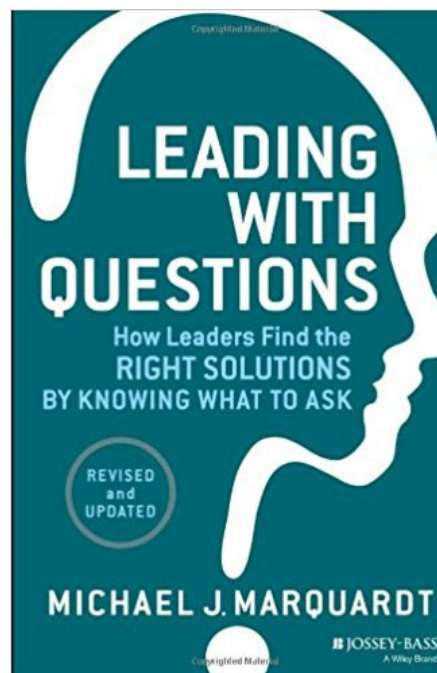
Box 1.7   Research Highlight   **Leading with Questions[56]**

Asking effective questions is a critical skill for leaders. In his book, *Leading with Questions*, professor and consultant Michael Marquardt builds a case for exercising leadership through questioning. To discover how successful leaders use inquiries, Marquardt interviewed 22 leaders from around the world who are known for their questioning abilities. His sample included top-level executives at DuPont, Novartis, and ConocoPhillips Petroleum, as well as academic leaders and nonprofit officials drawn from Brazil, Finland, North America, Malaysia, Korea, Mauritius, and Switzerland.

Professor Marquardt found that asking questions instead of providing answers creates a "questioning culture." In a questioning culture, members challenge assumptions, encourage inquiries, and find creative ways to solve problems. Both groups and individuals benefit as a result. Questions promote organizational learning; improve collective problem solving and decision making; produce greater adaptability; energize followers; encourage teamwork; and foster innovation. Individuals working in a questioning climate experience greater self-awareness, self-confidence, openness, and personal flexibility. They become better listeners; are more comfortable expressing and managing conflict; develop keener insight into organizational dynamics and relationships; and demonstrate stronger commitment to learning and personal development.

Unfortunately, leaders are often quick to provide answers instead of asking questions, based in part on their belief that followers are looking to them for solutions. When leaders do ask questions, they may put others on the defensive. Examples of judgmental questions include: "Why are you behind schedule?" and "What's the problem with this project?" According to Marquardt, leaders must admit when they don't have the answers and ask questions that encourage followers to come up with their own solutions. For example: "How do you feel about the project thus far?"; "What have you accomplished so far that you are most pleased with?"; "What key things need to happen to achieve your objective?"

Moving from judgmental questions to productive ones takes a shift in mind-set as well as behavior. Leaders need to begin with a commitment to learn rather than to judge. They should frame questions in a nonthreatening manner to express curiosity and to open dialogue. They can set the stage for inquiries by spelling out what they desire from the conversation ("I hope to get a better idea of why costs are up," "I want to understand your feelings about the reorganization plan"). The questioning leader should allow the other person enough time to reflect and to respond and show genuine interest in the reply. Finally, it is critical to follow up on information and concerns. As one nonprofit executive in Marquardt's sample noted: "The power of questions can only be realized through learning, follow up, and change. The leader who asks questions and doesn't pay attention to the answers quickly loses credibility."

Key Takeaways from Lecture 1

▸ What is Leadership?

▸ Why is emotional literacy important for a good leader?

▸ What are the causes of bad leadership?

▸ What is the relationship between leaders and followers?

▸ What are the key differences between management and leadership?

▸ IS3103 is Information Systems *Management*, Leadership and Communication

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