



**Motivating Diverse Staff to Be
Effective Teams
Course #HED 2224**

Jeff Marsee, Ph.D.

JMARSEE@FinishinFour.com

917-602-5645

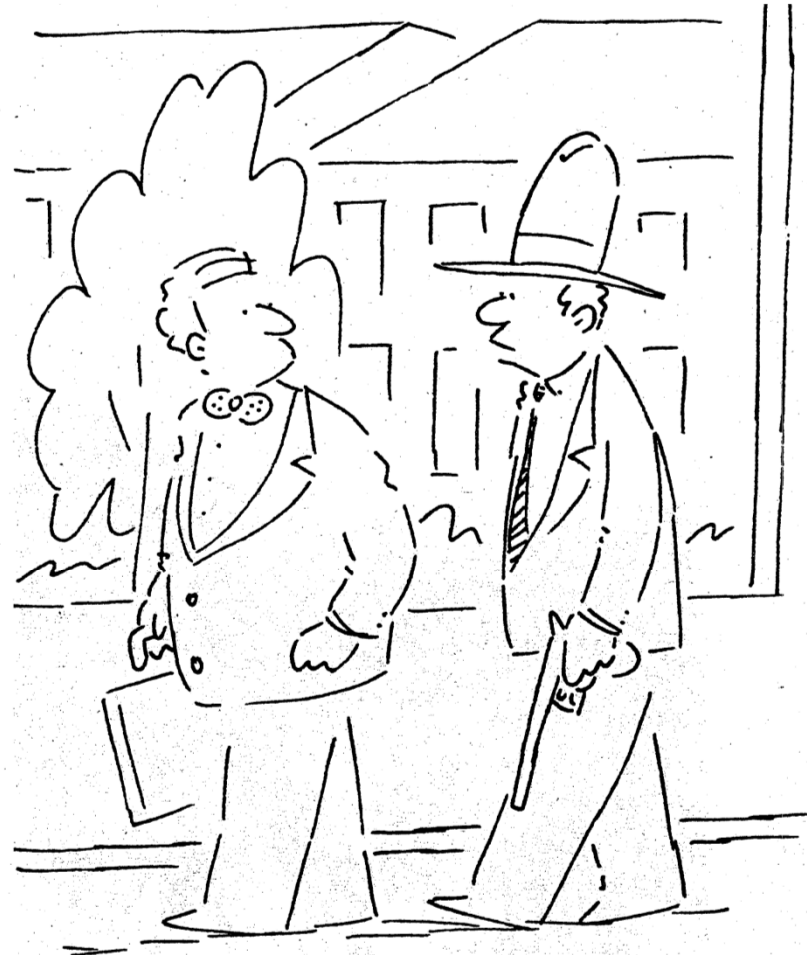
JLMARSEE@yahoo.com

Course Outline

- I. Understanding the today's workforce
- II. Motivating the Evolving Workforce
- III. Evolution of leadership models: managing and motivating workers
- IV. Learning About Your Management Style
- V. Organizational Change—Managing Within the Culture



Learning how to improve productivity and employee moral.



LITZLER

CHRONICLE OF HIGHER EDUCATION

MARK LITZLE

*"I once shot a man for not having an agenda.
I ain't proud, but things moved along pretty good after that."*

You've Come a Long Way "Baby"

How this class would have been taught
70 years ago.



Section I

- I. **Understanding the today's workforce**
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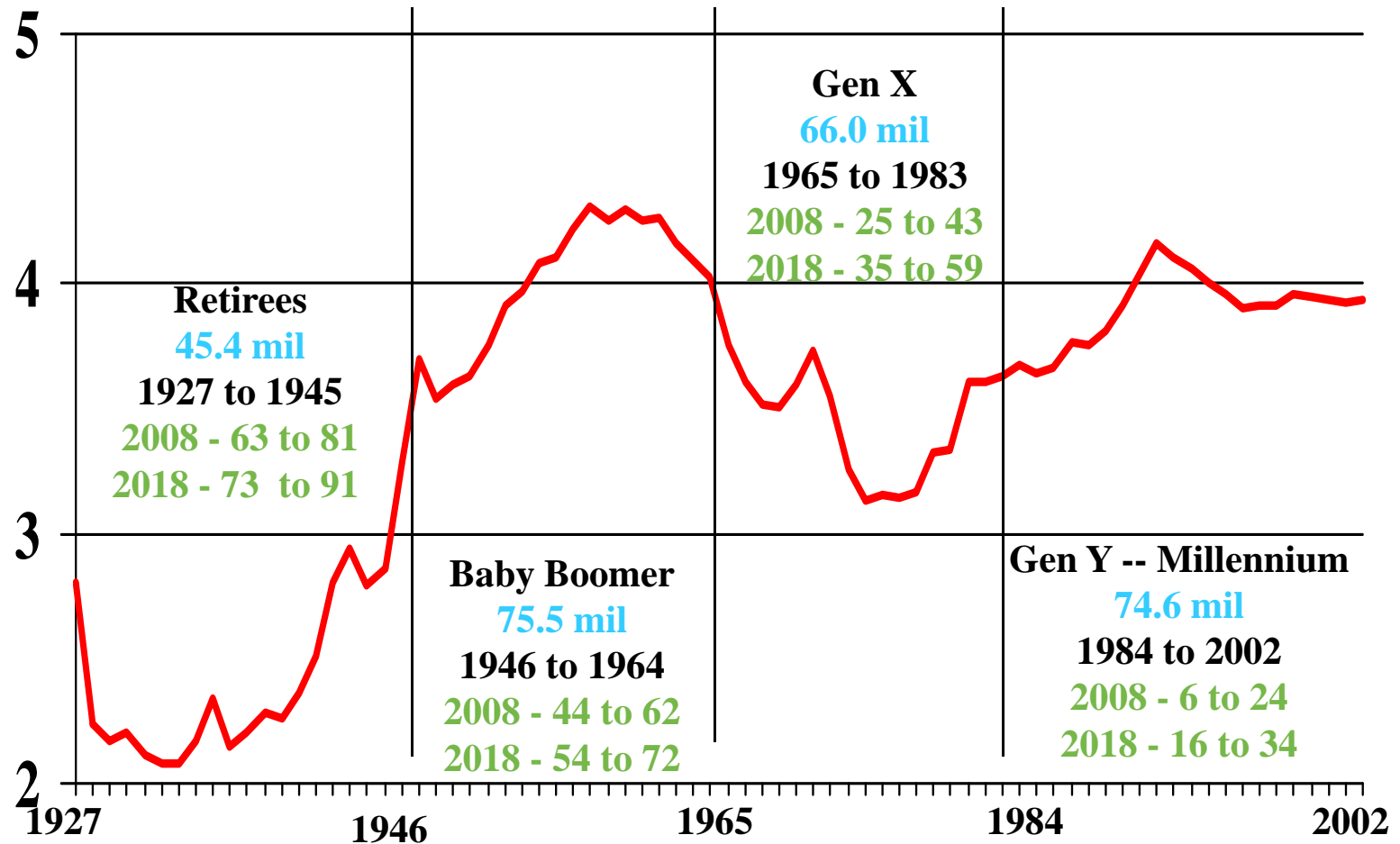


The Changing Workforce

- Retiring Senior Managers
- Increased cultural awareness in the workplace
 - Race & Ethnicity
 - Women (17.3% 1969; 40% 2005 Higher Ed—*New York Times, July 3, 2008, A18*)
 - Married women in labor force
- Technology as a toy
- Corporate restructuring
- Loyalty & Commitment has vanished
- Changes in society
 - Different generations (4 generations becoming 3)



Actual Number of Births per Year in the U.S.



Source: U.S. Bureau of the Census

Generational Markers

| Depression Generation | Baby Boom Generation | Gen “X” | Gen “Y” Millennials |
|--|--|---|--|
| <p>Great Depression Electrification World War II Cold War</p> | <p>Civil Rights War on Poverty Race to Space Assassinations Vietnam Impeachment</p> | <p>AIDS Video Games Homelessness Berlin Wall Technology Diverse Latchkey Kids Downsizing</p> | <p>Poverty The Environment Violence Columbine Terrorism Wired Medicated</p> |

Differences Between the Groups

- Values
- Relationships
- Lifestyles
- View of Workplace
- Work Ethics



Characteristics of Generations -- Values

| | Values | Lifestyle | Social |
|---|---|---|---|
| Depression 1927 - 1945 | Patriotic Loyal Prudent | I like it, It's O.K. | Quality first, buy American |
| Baby Boom 1946 - 1964 | Idealistic Competitive Revolutionary | Should I really like it? Will others? | Prestige first foreign is better |
| Gen X 1965 - 1983 | Skeptical Resourceful Independent | I like it, I don't care what you think | Cheap: value added |
| Millennials Gen Y 1984 - 2002 | Optimistic Medicated Wired | Who are you anyway? You're old. | Get it at the Gap |

Characteristics of Generations -- Relationships

| | On Relationships | On Balance | On Community |
|---|-------------------------------|--------------------------------------|--|
| Depression 1927 - 1945 | Personal Sacrifice | Don't quite get it | Must join the Rotary |
| Baby Boom 1946 - 1964 | Personal Gratification | Sandwich generation | Rotary is a bore |
| Gen X 1965 - 1983 | Reluctance to Commit | Want balance now | What is Rotary and who cares? |
| Millennials Gen Y 1984 - 2002 | Inclusive | Need flexibility to create it | Beachsweep neighborhood cleanup |

Characteristics of Generations -- Lifestyles

| | On Religion | On Exercise | On Homes |
|---|---------------------------------------|-----------------------------------|--------------------------------------|
| Depression 1927 - 1945 | I care about religion | Exercise is one option | Buy a decent house |
| Baby Boom 1946 - 1964 | Religion is a hobby | Exercise is a duty | Buy the most house you can |
| Gen X 1965 - 1983 | What is religion? | Exercise for mental health | Reclaim the inner city |
| Millennials Gen Y 1984 - 2002 | Will I get an "A" in religion? | What's your second sport? | I like living with my parents |

Characteristics of Generations -- Workplace

| | Value in Organization | View of Leadership | View of Authority |
|---|--|----------------------------|--|
| Depression 1927 - 1945 | Loyalty Similarities Relationships* | By Hierarchy | Respectful |
| Baby Boom 1946 - 1964 | Profitability Reputation “Sink or Swim” | By Consensus | Love/Hate |
| Gen X 1965 - 1983 | Stimulation Balance Feedback | By Competence | Unimpressed & Unintimidated |
| Millennials Gen Y 1984 - 2002 | “Diverse Environment” Support System | By Pulling Together | Polite |

Characteristics of Generations – Work Ethic

| | Work Ethic | View of Feedback | Effective Training |
|---|--|--|--|
| Depression 1927 - 1945 | Work hard, Save money, What is play? | No news is good news | Data Analytical Dialogue |
| Baby Boom 1946 - 1964 | Work hard, Play hard, Worry about money | Once a year with documentation | Data + Values Analytical Business Case Self-Advocacy |
| Gen X 1965 - 1983 | Work hard if it doesn't interfere with play, Save money | Interrupts & asks how they're doing | Data + Principles Technology Dialogue Informal Feedback |
| Millennials Gen Y 1984 - 2002 | Good grades, Make others pay Save money | Wants feedback at touch of a button | Data + Technology Tools + Training Formal Feedback |

Section II

- I. Understanding the today's workforce
- II. **Motivating the Evolving Workforce**
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Focus on the Millennials?

- Millennials are the first Gen group with world-wide significance—present in all countries
- By 2020, 50% of the workforce will be Millennials
- Expected to move up faster than other generations because there are not enough Gen Xs to replace larger Baby-boomer generation—75 million BB; 40 million Gen X; 80 million Mill



Characteristics of Millennials in the Workplace

- Time/experience does not = skill in the workplace
- Don't support hierarchy but think of the organization as a circle; shared leadership
 - In the 1950s, 50% of workforce had served in the military.
 - Today, only 1% has experienced military duty.



Characteristics (cont.)

- 83% of Millennials “feel like a leader,” although only 1/3 are in leadership roles
 - Definition of leader = provider of good ideas, not managing people
 - Millennials believe that participation = leading
- See workplace as a “tour of duty” and think in terms of “patchwork careers”
 - Unlike predecessors, workplace is likely to change and workers are not likely to be employed through retirement
 - As a result, experiencing leisure now and not waiting makes sense to this generation



Characteristics (cont.)

- Wisdom in the group, not the authority figure.
- Respects rules
- First generation that didn't go to an adult/parent to get information—e.g., google.
- Uses computer not phone to communicate.



Motivators

- Salary is not a motivator
- Training: Average age for leadership training is 40 years old; Millennials want leadership training earlier
- Workplace balance or flexibility—life outside work (yoga example)
- Want the “experience” of employment—on-site career coaching even when exiting the company (“boomeranging”)
- Want more hard skills—“learn how to code” vs. lofty aspirations



Top Three Positive Job Characteristics for Gen X Employees

1. Positive relationships with colleagues
2. Interesting work
1. Continuous opportunities to learn

The NeXt Revolution, 3/6/08 survey of 1,200 Gen X employees



Continuing Theme: Professional Development

- EdAssist, a Bright Horizons brand, surveyed millennials and found that most value professional development over regular pay raises. If asked to choose between similar jobs, six in 10 would pick the job with potential for professional development over one with regular pay raises."



Motivating Leadership Development

“Instead of someone saying we have our eye on you, millennials want leadership training at every stage in their career. They want specific, relevant training on how to succeed in the job they are in and get to the next step.”

“Young Workers Not Angling for Corner Office,” Cindy Krischer Goodman, syndicated [Miami Herald](#), The Detroit News, May 11, 2015, pg. 2C



Five Factors in Job Selection

RELATIONSHIPS

1. Work/life balance
2. Compensation
3. Flexible hours
4. Non relationship factor: Structure and feedback
5. Fun on the job

Rainer, Thom and Rainer, Jess, The Millennials: Connecting to America's Largest Generation, B&H Publishing, Nashville, TN, 2011



Class Questions?

- What is the benefit of talking about Millennials?
- What motivates Gen X/Ys?
- How does this information relate to why we (all Gens) are at CBMI?



Section III

- I. Understanding the today's workforce
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managing and motivating workers**
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Summary of Research

- “Early modern” leadership theories focused on personal characteristics.
- “Late modern” leadership was seen as a pattern of traits and situations involving a transaction or exchange between the leader and the led.
- “Postmodern (2000+)” sees the organization through a systems point of view—systems thinking or study of relationships is primary.



History of Leadership Models

- Early Modern – Great Man Theory; Leaders are born--(1841; Carlyle)
 - Trait Theory (“Social Darwinism;” 1883)—inherited traits
 - Height, weight and intelligence





Situational Theories

- Manage to the task or environment, not the personalities or worker competencies.
Hawthorne Studies (Elton Mayo), importance of peer influence on production as well as the human needs of workers.
- Assumes that leader style, or behavior, doesn't change—traits are constant
- The strategy is to match the leader with the correct situation; and/or
- Change the situation, not the leadership style—i.e., task, structure and/or environment.

Fieldler; Stogdill; McGregor; Tannenbaum-Schmidt; Blake-Mouton;
Hersey-Blanchard; Argyris

Humanistic or “Behavior” Models—organization and leader’s responsibilities toward the individual

- **Manage to the personalities or worker competencies**
- **Humanistic Theories (1960s)**
 - **Interactions of the leader and the followers**
 - **The focus shifted to groups having an important effect on the outcomes of the organization.**
 - **Defined the responsibilities of the organization and its leader toward the Individual.**
 - **Researchers (1990s) developed new parameters for leadership behaviors, designed to address the flexibility and adaptability needs of information age organizations.**
 - **Leaders must present behaviors and organizational processes that the followers perceive to be supportive of their efforts and their senses of personal worth.**

Schools of Organizational Theory

- Taylor Scientific Management 1911
- Mayo Hawthorne Studies—Human Relations 1933
- Barnard Executive Function—Trait Analysis 1938
- Coch-French Michigan Studies—Relationship/Productivity 1945
- Stogdill Ohio State Studies—Ohio Grid 1948
- Maslow Hierarchy of Needs 1954
- McGregor Theory X-Theory Y - Iowa 1957
- Tannenbaum-Schmidt Continuum of Leader Behavior 1957
- Blake-Mouton Managerial Grid 1964
- McClelland Achievement Theory 1965
- Herzberg Motivation-Hygiene 1966
- Likert Systems 1—4 1967
- Fiedler Contingency Model 1967
- Argyris Maturity—Immaturity 1964
- Reddin 3-D Management Style 1967
- Hersey-Blanchard Situational Leadership 1969
- Vroom-Yetten Contingency Model 1973
- House-Mitchell Path-Goal 1974



Schools of Organizational Theory

| | | | |
|---|-----------------|-------------------------------|------|
| ■ | Vroom | Expectancy Theory | 1976 |
| ■ | House | Charismatic Leadership | 1977 |
| ■ | Burns | Transformational Leadership | 1978 |
| ■ | Kerr-Jermier | Substitutes for Leadership | 1978 |
| ■ | McCall-Lombardo | Fatal Leadership Flaws | 1983 |
| ■ | Bennis-Nanus | Leadership Competencies | 1985 |
| ■ | Tichy-Devanna | Transformational Leadership | 1986 |
| ■ | Manz | Super Leadership | 1989 |
| ■ | Yukl | Integrating Model | 1989 |
| ■ | Covey | Principle-Centered Leadership | 1991 |
| ■ | Johnson | SOAR Model | 1994 |
| ■ | Pansegrouw | Transformational Model | 1995 |
| ■ | Gyllenpalm | Organizational Cone | 1995 |

- Source: Hersey, Paul, Blanchard, Kenneth, Johnson, Dewey, Management of Organizational Behavior, Prentice Hall, Upper Saddle River, NJ, Seventh Edition, 1996.



The “DNA” of Management Theories

- **Employee**
 - Motivation
 - Capacity

- **Leader**
 - Personality -- Traits
 - Behavior
 - Experience (expertise)

- **Situation**
 - Task
 - Structure
 - Environment (culture)



Example: Employee Motivators— Herzberg Two-Factor Theory (1960's)

- Herzberg's Motivational/Hygiene Model
 - Hygiene/Dis-satisfiers
 - Company policy
 - Supervision
 - Salary
 - Relationships
 - Working conditions
 - Motivators/Satisfiers
 - Achievement
 - Recognition
 - greatest intensity but short term
 - Work itself
 - longer duration
 - Responsibility
 - longer duration
 - Personal growth

How would you apply these factors to the Gen X & Ys?



Can You Motivate Employees to be Happy?

You have a happiness set point. It's partly encoded in your genes. If something good happens, your sense of happiness rises; if something bad happens, it falls.



Can You Motivate Employees to be Happy?

But either way, before too long, your mood will creep back to its set point because of a really powerful and perverse phenomenon referred to in science as “hedonic adaptation.” You know, people get used to things.

Lyubomirsky, Sonja, [The How of Happiness](#)

Section IV

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Exercise #1
Personality Profile
Example of Trait Assessment



“Big Five”

Ways to differentiate one person from the next -- style of relating to others – looking at:

1. dominance;
2. getting along with others;
3. emotional stability;
4. responsible/dependable; and
5. flexibility/change oriented.



Exercise #1

Instructions

- **Personality Profile**
- There are no right or wrong answers, so be honest and you will really increase your self-awareness. Using the scale below, rate each of the 25 statements according to how accurately it describes you. Please a number from 1 to 7 on the line before each statement.

- **Like me** **Somewhat like me** **Not like me**
7 6 5 4 3 2 1



Exercise #1

Determining the Personality Profile

- To determine your personality profile: (1) In the blanks, place the number from 1 to 7 that represents your score for each statement. (2) Add up each column—your total should be a number from 5 to 35. (3) On the number scale, circle the number that is closest to your total score. Each column in the chart represents a specific personality dimension.



“Big Five” Personality Profile

There are no right or wrong answers, so be honest and you will really increase your self-awareness. Using the scale below, rate each of the 25 statements according to how accurately it describes you. Please a number from 1 to 7 on the line before each statement.

- | ■ | Like me | | Somewhat like me | | Not like me | | |
|---|---------|-----|--|---|-------------|---|---|
| ■ | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| ■ | _____ | 1. | I step forward and take charge in leaderless situations. | | | | |
| ■ | _____ | 2. | I am concerned about getting along well with others. | | | | |
| ■ | _____ | 3. | I have good self-control; I don't get emotional and get angry and yell. | | | | |
| ■ | _____ | 4. | I'm dependable; when I say I will do something, it's done well and on time. | | | | |
| ■ | _____ | 5. | I try to do things differently to improve my performance. | | | | |
| ■ | _____ | 6. | I enjoy competing and winning; losing bothers me. | | | | |
| ■ | _____ | 7. | I enjoy having lots of friends and going to parties. | | | | |
| ■ | _____ | 8. | I perform well under pressure. | | | | |
| ■ | _____ | 9. | I work hard to be successful | | | | |
| ■ | _____ | 10. | I go to new places and enjoy traveling. | | | | |
| ■ | _____ | 11. | I am outgoing and willing to confront people when I conflict. | | | | |
| ■ | _____ | 12. | I try to see things from other people's point of view. | | | | |
| ■ | _____ | 13. | I am an optimistic person who sees the positive side of situations (the cup is half full). | | | | |



- _____ 14. I am a well-organized person.
- _____ 15. When I go to a new restaurant, I order foods I haven't tried.
- _____ 16. I want to climb the corporate ladder to as high a level of management as I can.
- _____ 17. I want other people to like me and to be viewed as very friendly.
- _____ 18. I give people lots of praise and encouragement; I don't put people down and criticize.
- _____ 19. I confirm by following the rules of an organization.
- _____ 20. I volunteer to be the first to learn and do new tasks at work.
- _____ 21. I try to influence other people to get my way.
- _____ 22. I enjoy working with others more than working alone.
- _____ 23. I view myself as being relaxed and secure, rather than nervous and insecure.
- _____ 24. I am considered to be credible because I do a good job and come through for people.
- _____ 25. When people suggest doing things differently, I support them and help bring it about; I don't make statements like these; it won't work, we never did it before, no one else ever did it, or we can't do it.



Interpretive Score Sheet

To determine your personality profile: (1) In the blanks, place the number from 1 to 7 that represents your score for each statement. (2) Add up each column—your total should be a number from 5 to 35. (3) On the number scale, circle the number that is closest to your total score. Each column in the chart represents a specific personality dimension.

| Surgency | | Agreeableness | | Adjustment | | Conscientiousness | | Openness to Experience | |
|-----------|-----|---------------|-----|------------|-----|-------------------|-----|------------------------|-----|
| | BAR | | BAR | | BAR | | BAR | | BAR |
| 1. ___ | 35 | 2. ___ | 35 | 3. ___ | 35 | 4. ___ | 35 | 5. ___ | 35 |
| | 30 | | 30 | | 30 | | 30 | | 30 |
| 6. ___ | 25 | 7. ___ | 25 | 8. ___ | 25 | 9. ___ | 25 | 10. ___ | 25 |
| | 20 | | 20 | | 20 | | 20 | | 20 |
| 11. ___ | 15 | 12. ___ | 15 | 13. ___ | 15 | 14. ___ | 15 | 15. ___ | 15 |
| | 10 | | 10 | | 10 | | 10 | | 10 |
| 16. ___ | 5 | 17. ___ | 5 | 18. ___ | 5 | 19. ___ | 5 | 20. ___ | 5 |
| 21. ___ | | 22. ___ | | 23. ___ | | 24. ___ | | 25. ___ | |
| ___ Total | | ___ Total | | ___ Total | | ___ Total | | ___ Total | |

Lussier & Achua, *Leadership Theory, Application, Skill Development*, Thompson, second edition, pg. 28

The higher the total number, the stronger is the personality dimension that describes your personality.



Trait Assessment—The “Big Five”

- **Surgency:** leadership and extraversion traits (dominance)
- **Agreeableness:** traits related to getting along with people
- **Adjustment:** traits related to emotional stability (stable/under control)
- ***Conscientiousness:*** responsible/dependable, credibility, conformity and organization
- **Openness to experience:** will to change and try new things
- Most people score towards middle.





Surgency

Extroversion, gregariousness, social dominance, enthusiasm, reward-seeking dominance

High score = happiness and broader social connections

High score: G.W. Bush (extreme), Clinton, Teddy Roosevelt, LBJ

Low score: Obama



Agreeableness

Getting along with people, warmth, care for others, altruism, compassion, modesty

High score = deeper relationships

High score: LBJ

Low score: Nixon, Andrew Jackson, Obama



Adjustment/Neuroticism

Anxiety, emotional instability, depressive tendencies, negative emotions, manipulative, narcissistic

High score = unhappiness, dysfunctional relationships

High score (in order): LBJ, Teddy Roosevelt, Andrew Jackson, FDR, JFK, Nixon, Clinton

Low score: Obama, Milard Fillmore (lowest)



Conscientiousness

Industrious, discipline, rule abidance,
organization

High score = success in school and work

High score: Andrew Jackson



Openness

Curiosity, unconventionality, imagination,
receptivity to new ideas

Low score: J.W. Bush



Comparing 4 Presidents

Andrew Jackson: “angry social revolutionary with ability to control rage (high conscientiousness)”

Bush: “highly enthusiastic and outgoing social actor who tends to be incurious and intellectually rigid.”

Obama: “emotionally calm and dispassionate, perhaps to a fault.”

Nixon: “not swayed by warm sentiments or humanitarian impulses.”

Source: McAdams, Dan P., “The Mind of Donald Trump,” [The Atlantic](#), June, 2016, p. 77—90.

Traits That Matter

- **Barnard, Bennis, Kirkpatrick, Locke, McCall-Lombardo, Yukl**
- **Leadership Traits That Do Matter**
 - **Drive: Achievement, ambition, energy, tenacity, initiative**
 - **Leadership motivation (personalized vs. socialized)**
 - **Honesty and integrity**
 - **Self-confidence (including emotional stability)**
 - **Cognitive ability**
 - **Knowledge of the business**
 - **Other traits: charisma, creativity, originality, flexibility**
 - **Nothing about physical or gender characteristics as would be found in “great Man” theories**



Pre-behavioral Models

Trait Research – Transitional Model

- **Example of Situational Model**
- **Follows “Transactional Analysis” approach**

- **University of Iowa McGregor(1960’s)**
 - **Autocratic (X) vs. Democratic (Y)**
 - Directed task vs. relationship or employee (self) directed behavior—i.e., either/or model
 - Two dimensional based on leader’s traits only

 - **Right Man, right situation**
 - **Little or no concern about the followers**



Exercise “2”: X – Y Attitudes

For each pair for statements distribute 5 points, based on how characteristic each statement is of your attitude or belief system. If the first statement totally reflects your attitude and the second does not, give 5 points to the first and 0 to the second. If it's the opposite, use 0 and 5.



Exercise #2: X/Y Profile (cont.)

If the statement is usually your attitude, then distribution can be 4 and 1, or 1 and 4. If both statements reflect your attitude, the distribution should be 3 and 2, or 2 and 3. Again, the combined should be 3 and 2, or 2 and 3. Again, the combined score for each pair of statements must equal 5.



Exercise #2

Here are the scoring distributions for each pair of statements.

- 0-5 or 5-0 One of the statements is totally like you, the other not like you at all.
- 1-4 or 4-1 One statement is usually like you, the other not.
- 2-3 or 3-2 Both statements are like you, although one is slightly more like you.



Statements Score Sheet

- ___ 1. People enjoy working.
___ People do not like to work.
- ___ 2. Employees don't have to be closely supervised to do their job well.
___ Employees will not do a good job unless you closely supervise them.
- ___ 3. Employees will do a task well for you if you ask them to.
___ If you want something, done right, you need to do it yourself.
- ___ 4. Employees want to be involved in making decisions.
___ Employees want the managers to make the decisions.
- ___ 5. Employees will do their best work if you allow them to do the job their own way.
___ Employees will do their best work if they are taught how to do it the one best way.
- ___ 6. Managers should let employees have full access to information that is not confidential.
___ Managers should give employees only the information they need to know to do their job.
- ___ 7. If the manager is not around, the employees will work just as hard.
___ If the manager is not around, the employees will take it easier than when being watched.
- ___ 8. Managers should share the management responsibilities with group members.
___ Managers should perform the management functions for the group.



To determine your attitude or belief system about people at work, add up the numbers (0-5) for the first statement in each pair; don't bother adding the numbers for the second statements. The total should be between 0 and 40. Place your score on the continuum below.

■ *Theory X* 0----5----10----15----20----25----30----35----40 *Theory Y*

Generally, the higher your score, the greater are your Theory Y beliefs, and the lower the score, the greater your Theory X beliefs.



Leadership Behavior Models

- Objective is to change the leadership style to meet the unique needs of the followers and/or situation.
 - The leadership style a person should use with individuals or groups depends on the *readiness level* of the people the leader is attempting to influence.
 - Factors influencing workers readiness (see DNA chart)
 - Ability
 - Willingness



Example of Behavior or Humanistic Style

Exercise #3

Understanding Your Leadership Style



Exercise #3 Behavior Style

For each of the following statements, select one of the following:

- 1 = "I **would not** tend to do this."
- 0 = "I **would** tend to do this."

as a manager of a work unit. There are no right or wrong answers, so don't try to select correctly.

- _____ 1. I (would or would not) let my employees know that they should not be doing things during work hours that are not directly related to getting their job done.
- _____ 2. I (would or would not) spend time talking to my employees to get to know them personally during work hours.
- _____ 3. I (would or would not) have a clearly written agenda of things to accomplish during department meetings.
- _____ 4. I (would or would not) allow employees to come in late or leave early to take care of personal issues.
- _____ 5. I (would or would not) set clear goals so employees know what needs to be done.
- _____ 6. I (would or would not) get involved with employee conflicts to help resolve them.



Exercise #3 Behavior Style—cont.

- _____ 7. I (would or would not) spend much of my time directing employees to ensure that they meet department goals.
- _____ 8. I (would or would not) encourage employees to solve problems related to their work without having to get my permission to do so.
- _____ 9. I (would or would not) make sure that employees do their work according to the standard method to be sure it is done correctly.
- _____ 10. I (would or would not) seek the advice of my employees when making decisions.
- _____ 11. I (would or would not) keep good, frequent records of my department's productivity and let employees know how they are doing.
- _____ 12. I (would or would not) work to develop trust between my employees and me, and among the department members.
- _____ 13. I (would or would not) be quick to take corrective action with employees who are not meeting the standards or goals.
- _____ 14. I (would or would not) personally thank employees for doing their job to standard and meeting goals.
- _____ 15. I (would or would not) continue to set higher standards and goals and challenge my employees to meet them.



Exercise #3 – cont.

- _____ 16. I (would or would not) be open to employees to discuss personal issues during work time.
- _____ 17. (would or would not) I schedule my employees' work hours and tasks to be completed.
- _____ 18. I (would or would not) encourage my employees to cooperate with rather than compete against each other.
- _____ 19. I (would or would not) focus on continually trying to improve the productivity of my department with activities like cutting costs.
- _____ 20. I (would or would not) defend good employees of mine if my manager or peers criticized their work, rather than agree or say nothing.



Exercise #3 Score Sheet

Add up the number of **would do** this for all odd-numbered items and place it here _____ and on the continuum below.

High Task *Low Task*

Leadership Style 10----9----8----7----6----5----4----3----2----1 *Leadership Style*

Add up the number of **would do** this for all even-numbered items and place it here _____ and on the continuum below.

High People *Low People*

Leadership Style 10----9----8----7----6----5----4----3----2----1 *Leadership Style*

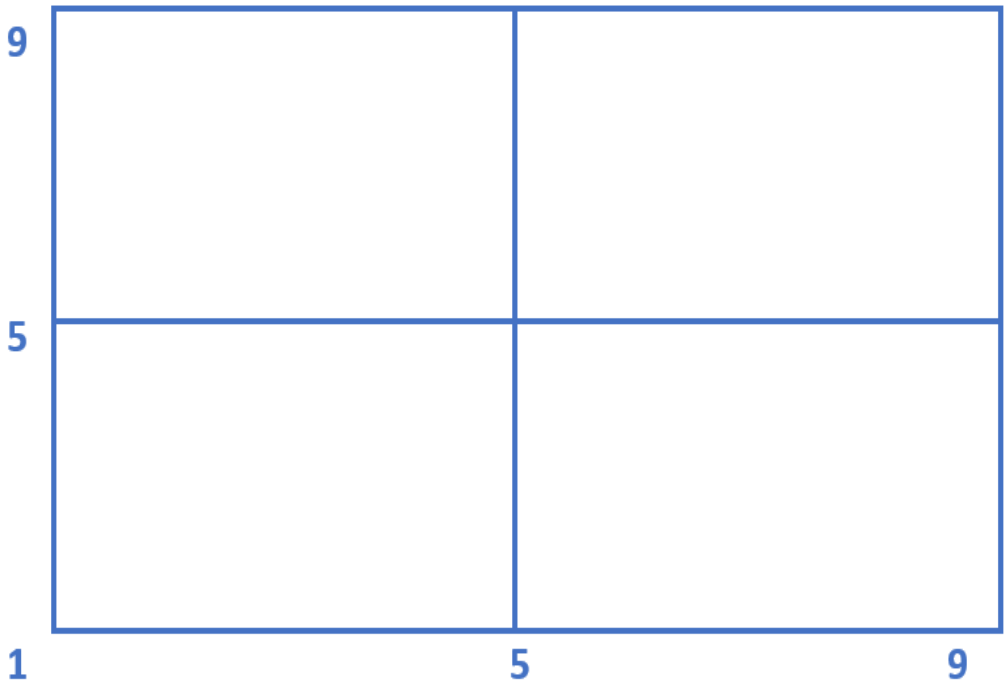
The higher your score for task leadership, the stronger is your tendency to focus on getting the job done. The higher your score for people leadership, the stronger is your tendency to focus on meeting people's needs and developing supportive relationships.



Managerial Grid

High People Relationships

Low
Task



Low People Relationships

High
Task

Behavior Models

- Managerial Grid—”Leadership Grid”
 - Robert Blake & Jane Mouton (U. Texas 1964)
 - Expands upon the Ohio Grid (Stogdill) and adds a fifth leadership style (5.5)
 - Concern for people vs. concern for production
 - 1.1 = impoverished leader
 - 9.9 = team leader
 - 1.9 = country-club leader
 - 9.1 = authority-compliance
 - 5.5 = middle-of-the-road

Use Exercise #3 and plot relative position on grid below.



Section V

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Shifting from individual to systems' or organizational change models—"transformational change."



Change Management “DNA”

Theories of Change Management (and leadership) focus on four “building block” variables:

- Followers
 - **Capacity**
 - **Motivation**
- Leader
 - Personality
 - **Behavior**
 - Experience (expertise)
- Situation
 - Task
 - Structure
 - **Environment (culture)**



When Lack of Capacity or Motivation Stops Change From Occurring

Case Study

When Northern Michigan State University decided to develop a One-Stop Center, a consultant assigned to the project by the president discovered that committee members were unmotivated to participate because they didn't believe anything would happen except the loss of valuable time that they couldn't spare.





Key "Stakeholders" in the Change Process

1. Leader/manager
2. Change agent(s)—sometimes the leader(s)
3. Change "missionaries"
4. "Culture Keepers"

Reference: Marsee, Jeff, "Ten Steps for Implementing Change,"
NACUBO Business Officer (see attachment)



Which Change DNAs Were in Play?

- Followers
 - Capacity
 - Motivation
- Leader
 - Personality
 - Behavior
 - Experience (expertise)
- Situation
 - Task
 - Structure
 - Environment (culture)

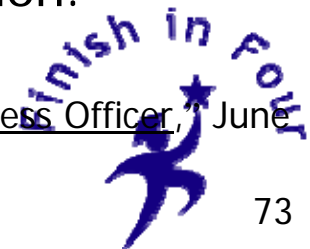
Capacity & Motivation

How A University Overcame Resistance to Change

Ten Steps for Implementing Deep and Continuous Change

1. Align leadership style with organizational culture.
2. Don't overuse your change missionaries.
3. Protect your change agents.
4. Define the problem.
5. Maintain focus when projects drift.
6. **Identify and remove barriers (policies, budgets, labor/union concerns) before implementing action plans—e.g., delegate up (to senior administration) and stop the project if issues are not resolved.**
7. Assign responsibilities to individuals.
8. Empower the project team.
9. Create a sense of urgency.
10. Celebrate milestone achievements and completion.

Marsee, Jeff, "Ten Steps for Implementing Change," NACUBO Business Officer, June 2002, Marsee, p. 36





Leaders' Behavior

- Leaders fail to move organizations into needed transformations because the collective environment is threatened.
- Leadership Style and Organizational Culture must be in sync. = success!
- There is not a single or best leadership style—versatility is more important for success.

Two “Themes” in Organizational Change Models

- **Relationships: Task vs. People orientation—continuing (X/Y) theme**
- **Capacity or Culture: readiness for change**

We have been talking about leadership relationships, but what about culture?



How do we recognize and describe organizational culture?

- Patterns of behavior that results in predictive behavior that is useful for reducing organizational stress.
- Exemplified by the identified heroes.
- The organization honors through ceremonies and rewards those who follow the preferred norm.
- “It’s the way we do things around here.”
- Works like a structure’s foundation.





Situation/Environment

Culture (“Culture Keepers”) is threatened when:

- Leadership style is out of alignment with the organization’s preferred why of doing things.
- Reaction is almost biological: white blood cells attack the new germ (change agent).
- It’s not that the organization can’t change, it’s just that the pain of change is often stronger than the comfort level associated with the status quo—i.e., tradition.

Exercise #4: Understanding the Organization's Culture

- Complete organizational culture profile for your department or campus.
- Determine which of four profiles best explains how your department or campus prefers to implement change.



Organizational Culture: Capacity for Change

(horizontal axis)

LEFT

Traditional

Internal

Structured

RIGHT

Dynamic

External Focus

Flexible

Examples:

Nonprofit vs. for-profit

Shared governance vs. autocratic upper management

Traditional university vs. Start-up community college





Organizational Culture: Relationship vs. Task Orientation

ABOVE LINE—TASK/INSTITUTIONAL PRIORITIES

Institution is First Priority

Measurable Performance & Accountability

(Vertical Axis)

BELOW LINE—PEOPLE/RELATIONSHIPS

Reward for Longevity

“If it weren’t for the people, there would be no organization”

“Getting along is very important”

Understanding Organizational Willingness to Change by Observing Group Behavior Patterns

Interpreting each profile on the grid

- Driver/Directed (command-control—
above & right on the grid)
- Motivator/Responsive (below &
right)
- Consensus/Collaborative (below &
left)
- Analyzer/Research (above & left)



Leader/Culture Matches

Describe the leadership style that is most likely to be successful for each of the four organizational types.

- **Driver/Directed (command-control—above & right on the grid)**
- **Motivator/Responsive (below & right)**
- **Consensus/Collaborative (below & left)**
- **Analyzer/Research (above & left)**





Exercise #5: Leadership Profile Test

This is an optional profile test that will help determine potential conflict leadership styles.

- Complete the Leadership Profile test for your college's president, your supervisor, or yourself.
- Compare your college's preferred campus culture with the decision style. Is there a conflict? Is there a problem if there is not?

Change Management

Review Key Principles

1. Assess the organization's culture.
2. Reduce potential for organizational conflict by adjusting leadership style to coincide with college's preferred way of doing things— leadership behavior (style) in sync with organization's culture.
3. Recognize that not all colleges are ready for change and stop wasting effort if it applies— e.g., pain of change is greater than the pain of the status quo.



Summary Wrap-up & Questions

- The Changing Workforce
- Motivating all employees
- Management Theories
- Self Assessment of Management Styles
- Implementing Change By Understanding the Culture





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Exercise #1
Personality Profile

There are no right or wrong answers, so be honest and you will really increase your self-awareness. Using the scale below, rate each of the 25 statements according to how accurately it describes you. Please a number from 1 to 7 on the line before each statement.

| | | | | | | |
|----------------|---|---|-------------------------|---|---|--------------------|
| Like me | | | Somewhat like me | | | Not like me |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

- ___ 1. I step forward and take charge in leaderless situations.
- ___ 2. I am concerned about getting along well with others.
- ___ 3. I have good self-control; I don't get emotional and get angry and yell.
- ___ 4. I'm dependable; when I say I will do something, it's done well and on time.
- ___ 5. I try to do things differently to improve my performance.
- ___ 6. I enjoy competing and winning; losing bothers me.
- ___ 7. I enjoy having lots of friends and going to parties.
- ___ 8. I perform well under pressure.
- ___ 9. I work hard to be successful
- ___ 10. I go to new places and enjoy traveling.
- ___ 11. I am outgoing and willing to confront people when I conflict.
- ___ 12. I try to see things from other people's point of view.
- ___ 13. I am an optimistic person who sees the positive side of situations (the cup is half full).
- ___ 14. I am a well-organized person.
- ___ 15. When I go to a new restaurant, I order foods I haven't tried.
- ___ 16. I want to climb the corporate ladder to as high a level of management as I can.
- ___ 17. I want other people to like me and to be viewed as very friendly.
- ___ 18. I give people lots of praise and encouragement; I don't put people down and criticize.



- ___ 19. I confirm by following the rules of an organization.
- ___ 20. I volunteer to be the first to learn and do new tasks at work.
- ___ 21. I try to influence other people to get my way.
- ___ 22. I enjoy working with others more than working alone.
- ___ 23. I view myself as being relaxed and secure, rather than nervous and insecure.
- ___ 24. I am considered to be credible because I do a good job and come through for people.
- ___ 25. When people suggest doing things differently, I support them and help bring it about; I don't make statements like these; it won't work, we never did it before, no one else ever did it, or we can't do it.

To determine your personality profile: (1) In the blanks, place the number from 1 to 7 that represents your score for each statement. (2) Add up each column—your total should be a number from 5 to 35. (3) On the number scale, circle the number that is closest to your total score. Each column in the chart represents a specific personality dimension.

| Surgency | | Agreeableness | | Adjustment | | Conscientiousness | | Openness to Experience | |
|-----------|-----|---------------|-----|------------|-----|-------------------|-----|------------------------|-----|
| | BAR | | BAR | | BAR | | BAR | | BAR |
| 1. ___ | 35 | 2. ___ | 35 | 3. ___ | 35 | 4. ___ | 35 | 5. ___ | 35 |
| | 30 | | 30 | | 30 | | 30 | | 30 |
| 6. ___ | 25 | 7. ___ | 25 | 8. ___ | 25 | 9. ___ | 25 | 10. ___ | 25 |
| | 20 | | 20 | | 20 | | 20 | | 20 |
| 11. ___ | 15 | 12. ___ | 15 | 13. ___ | 15 | 14. ___ | 15 | 15. ___ | 15 |
| | 10 | | 10 | | 10 | | 10 | | 10 |
| 16. ___ | 5 | 17. ___ | 5 | 18. ___ | 5 | 19. ___ | 5 | 20. ___ | 5 |
| 21. ___ | | 22. ___ | | 23. ___ | | 24. ___ | | 25. ___ | |
| ___ Total | | ___ Total | | ___ Total | | ___ Total | | ___ Total | |

Lussier & Achua, *Leadership Theory, Application, Skill Development*, Thompson, second edition, pg. 28

The higher the total number, the stronger is the personality dimension that describes your personality.

Exercise #2
Theory X and Theory Y Attitudes

For each pair for statements distribute 5 points, based on how characteristic each statement is of your attitude or belief system. If the first statement totally reflects your attitude and the second does not, give 5 points to the first and 0 to the second. If it's the opposite, use 0 and 5. If the statement is usually your attitude, then distribution can be 4 and 1, or 1 and 4. If both statements reflect your attitude, the distribution should be 3 and 2, or 2 and 3. Again, the combined should be 3 and 2, or 2 and 3. Again, the combined score for each pair of statements must equal 5.

Here are the scoring distributions for each pair of statements:

- 0-5 or 5-0** One of the statements is totally like you, the other not like you at all.
- 1-4 or 4-1** One statement is usually like you, the other not.
- 2-3 or 3-2** Both statements are like you, although one is slightly more like you.

- ___ 1. People enjoy working.
___ People do not like to work.
- ___ 2. Employees don't have to be closely supervised to do their job well.
___ Employees will not do a good job unless you closely supervise them.
- ___ 3. Employees will do a task well for you if you ask them to.
___ If you want something, done right, you need to do it yourself.
- ___ 4. Employees want to be involved in making decisions.
___ Employees want the managers to make the decisions.
- ___ 5. Employees will do their best work if you allow them to do the job their own way.
___ Employees will do their best work if they are taught how to do it the one best way.
- ___ 6. Managers should let employees have full access to information that is not confidential.
___ Managers should give employees only the information they need to know to do their job.
- ___ 7. If the manager is not around, the employees will work just as hard.
___ If the manager is not around, the employees will take it easier than when being watched.
- ___ 8. Managers should share the management responsibilities with group members.
___ Managers should perform the management functions for the group.

To determine your attitude or belief system about people at work, add up the numbers (0-5) for the first statement in each pair; don't bother adding the numbers for the second statements. The total should be between 0 and 40. Place your score on the continuum below.

Theory X 0----5----10----15----20----25----30----35----40 *Theory Y*

Generally, the higher your score, the greater are your Theory Y beliefs, and the lower the score, the greater your Theory X beliefs.



Exercise #3 Your Leadership Style

For each of the following statements, select one of the following:

1- “I **would not** tend to do this.”

0- “I **would** tend to do this.”

As a manager of a work unit. There are no right or wrong answers, so don't try to select correctly.

- 1. I (would or would not) let my employees know that they should not be doing things during work hours that are not directly related to getting their job done.
- 2. I (would or would not) spend time talking to my employees to get to know them personally during work hours.
- 3. I (would or would not) have a clearly written agenda of things to accomplish during department meetings.
- 4. I (would or would not) allow employees to come in late or leave early to take care of personal issues.
- 5. I (would or would not) set clear goals so employees know what needs to be done.
- 6. I (would or would not) get involved with employee conflicts to help resolve them.
- 7. I (would or would not) spend much of my time directing employees to ensure that they meet department goals.
- 8. I (would or would not) encourage employees to solve problems related to their work without having to get my permission to do so.
- 9. I (would or would not) make sure that employees do their work according to the standard method to be sure it is done correctly.
- 10. I (would or would not) seek the advice of my employees when making decisions.
- 11. I (would or would not) keep good, frequent records of my department's productivity and let employees know how they are doing.
- 12. I (would or would not) work to develop trust between my employees and me, and among the department members.
- 13. I (would or would not) be quick to take corrective action with employees who are not meeting the standards or goals.
- 14. I (would or would not) personally thank employees for doing their job to standard and meeting goals.
- 15. I (would or would not) continue to set higher standards and goals and challenge my employees to meet them.
- 16. I (would or would not) be open to employees to discuss personal issues during work time.
- 17. (would or would not) I schedule my employees' work hours and tasks to be completed.
- 18. I (would or would not) encourage my employees to cooperate with rather than compete against each other.
- 19. I (would or would not) focus on continually trying to improve the productivity of my department with activities like cutting costs.
- 20. I (would or would not) defend good employees of mine if my manager or peers criticized their work, rather than agree or say nothing.

Add up the number of **would do** this for all odd-numbered items and place it here _____ and on the continuum below.

High Task *Leadership Style* 10----9----8----7----6----5----4----3----2----1 *Low Task*
Leadership Style

Add up the number of **would do** this for all even-numbered items and place it here _____ and on the continuum below.

High People *Leadership Style* 10----9----8----7----6----5----4----3----2----1 *Low People*
Leadership Style

The higher your score for task leadership, the stronger is your tendency to focus on getting the job done. The higher your score for people leadership, the stronger is your tendency to focus on meeting people's needs and developing supportive relationships.

Exercise #4: Organizational Culture Profile

Instructions: Choose the items that correspond to the description that most closely resembles your institution.

Traditional (L) vs. Dynamic (R)

Left

- Our “heroes” are embarrassed when placed in the spotlight; they prefer to deflect praise, giving credit to the “team.”
- We tend to wait as long as possible to make a decision, solve a problem—often resulting in a peaceful resolution and sometimes resulting in management by crisis.
- New ideas require consultative or committee endorsement.
- We subscribe to the, “If it isn’t broken, don’t fix it.”
- It is not unusual to hear the comment, “Because we have always done it this way.”
- Change is embraced, but usually at incremental steps as opposed to throwing it out and starting with something entirely new.
- We rarely add new programs and changing the curriculum is a slow and laborious process.
- When implementing change, we concentrate on not impacting existing processes or employees.
- Students can expect a strong educational experience based on time proven traditions and structure.
- At award ceremonies, we have a large number of employees with more than twenty years of longevity.

Right

- There is an impatience to catch up with the future—“Change is good and necessary, now!”
- There are great efforts to showcase successes including programs and individuals.
- The “heroes” in our organization are often revered as positive, powerful and successful change agents; clearly visible through folklore stories, award ceremonies, and publicity events.
- We constantly plan, look at different scenarios and ask the, “What if,” questions and try to adjust the organization in anticipation of what could happen next.
- When working with technology or curriculum, we practice being on the “bleeding edge.”
- We operate with a sense of urgency, survival driven.
- The organization knows what is working and takes little time to eliminate nonperforming programs.
- Individuals are held accountable for performance that is determined by measurable outcomes.
- We are an organization in transition.
- There is a clear delineation of responsibilities—

small numbers of leaders set the agenda for the organization, the staff and faculty execute plans for success.

Task Oriented (A)

- ❑ Assignments and reward systems reflect well-understood standards and lines of authority.
- ❑ There is a high degree of accountability, often determined with measurable (quantifiable) outcomes.
- ❑ Our best work is done when our leadership develops ideas and then presents them for group processing and feedback.
- ❑ When we are solving problems we tend to be:
 - ✓ Scientific
 - ✓ Precise
 - ✓ Factual
 - ✓ Top-down or autocratic
 - ✓ Task focused
- ❑ Decisions are primarily focused on task with fact-based strategies.
- ❑ Heroes are noted for their dedication to completion of projects and tasks above insurmountable obstacles.
- ❑ “If it weren’t for the institution, there wouldn’t be any people.”
- ❑ Leaders are often figureheads with seemingly strong autocratic personalities.
- ❑ Task oriented
- ❑ Top-down organizational structure

People or Relationship Orientation (B)

- ❑ The “team” and/or committee approach is used widely for planning, communication and organizing.
- ❑ Assignments are typically the responsibility of the team as opposed to individuals.
- ❑ Councils and committees reach consensus and forward solutions for implementation.
- ❑ When we are solving problems we tend to be:
 - ✓ Consultative
 - ✓ Feelings are important
 - ✓ Reach for consensus
 - ✓ Careful to move cautiously
 - ✓ Call for committee or refer to committees for assistance
- ❑ Decisions are primarily focused on people.
- ❑ Decisions are made with intuitive or feelings based processes.
- ❑ Heroes are noted for their dedication to team building and employee motivation.
- ❑ If it weren’t for the people, there wouldn’t be an institution.”
- ❑ People oriented
- ❑ Bottom-up organizational structure

Summary: Behavior/Culture Profiles

| | |
|---|---|
| <p>Analyzer-Researcher Culture The Analyzer Culture is a fact driven institution. Often bound by tradition, decisions and change occurs usually after lengthy information gathering and verification processes are completed. Tasks are completed through a collaboration of individuals rather than group consensus.</p> <p>Characteristics</p> <ul style="list-style-type: none"> • Cautious • Methodical • Precise/perfectionist • High task/low people orientation <p>Vulnerabilities</p> <ul style="list-style-type: none"> • Difficult to get closure on tasks and projects • Focus on detail, often missing "big picture" • Lack of flexibility <p>Strengths</p> <ul style="list-style-type: none"> • Well thought out decisions • Fact based strategies • Precise solutions | <p>Driver Controlling Culture The Controller Culture is often characterized as being high task oriented, autocratic and quick to respond. The leader(s) typically initiates suggestions for change and then asks the group to review and provide feedback.</p> <p>Characteristics</p> <ul style="list-style-type: none"> • Task oriented • Little consultation • Decisions made briskly based on summary information <p>Vulnerabilities</p> <ul style="list-style-type: none"> • Organizational change only as strong as the leader(s) • Fast pace doesn't encourage group participation in decision processes. • High task/low people orientation. <p>Strengths</p> <ul style="list-style-type: none"> • Quick to react to opportunities and threats • Effective execution of plans and tasks • Supportive of "Change Agents" |
| <p>Consensus Culture This Network Culture supports participatory organizations. "Change Agents" may be in conflict with the Culture's preferences to maintain the status quo or move more slowly.</p> <p>Characteristics</p> <ul style="list-style-type: none"> • Harmony, loyalty, group processes, peer group acceptance <p>Vulnerabilities</p> <ul style="list-style-type: none"> • Slow buy-in to change • Innovating ideas often lost to process • Low task, high people orientation <p>Strengths</p> <ul style="list-style-type: none"> • Participatory process is natural • Informal lines of authority and communication are effective • Once accepted, organizational strategies are usually implemented. | <p>Motivator Culture The Motivator Culture supports enthusiastic people oriented environments where new ideas are championed and failures are quickly forgiven.</p> <p>Characteristics</p> <ul style="list-style-type: none"> • High visibility Innovative, people oriented, quick moving, individualistic <p>Vulnerabilities</p> <ul style="list-style-type: none"> • Easily distracted to new projects • Rewards individuals, not groups • Low task, high people orientation <p>Strengths</p> <ul style="list-style-type: none"> • Creative • High people orientation • Flexible change oriented environment • High energy, highly visible |

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Scoring Grid

| | |
|--|--|
| | |
| | |

| | | |
|---|---|--|
| <p>More about the Grid If the grid is positioned above the horizontal axis, criteria for making decisions reflect an <u>institutional</u> bias as opposed to <u>people</u> oriented concerns. If the grid is positioned more to the right of the vertical axis, the institution is likely to make changes quickly with less concern for group consensus. If the grid is positioned to the left of the</p> | <p>vertical grid, then it is necessary to reach group commitment to the proposed change. The natural tendency of this type institution is to struggle to maintain status quo unless convinced that change is necessary.</p> <p>Leadership Styles All four-culture styles are capable of supporting change. The conflict often occurs when the leadership style used to lead the</p> | <p>organization through a change conflicts with the preferred culture of an institution.</p> |
|---|---|--|

Exercise #5: LEADERSHIP BEHAVIOR PROFILE

Instructions: Please read the descriptions for each pair of boxes below. Then choose (circle) the letter that corresponds to the description that most closely resembles your institution.

Circle One

| | | |
|---|---------------|---|
| Our leadership is known for maintaining and improving existing organization practices | L or R | Our leadership is known for taking innovative steps to create new organizational practices |
| It is most important that things get done and that tasks are completed | A or B | It is most important that proper consultation among all affected employees takes place before a task is completed |
| Institutional leaders readily embrace new ideas | R or L | Institutional leaders prefer full and patient study before a decision will be taken |
| The senior leadership consults individuals and groups to secure their opinions before making a decision | B or A | The senior leadership is inclined to be independent and action-oriented, using groups as communication vehicles rather than as decision making bodies |
| The opinions and suggestions of employees are actively solicited and considered before a decision is made | L or R | The institutional leadership has a firm idea of where the organization is going and expects employees to understand and support their vision |
| Our organization could be characterized by the statement: "If it weren't for the institution there would be no people" | A or B | Our organization could be characterized by the statement: "If it weren't for the people, there wouldn't be an institution" |
| In our institution, leaders play a generally inactive role in discussion and determination | L or R | In our institution, leaders prepare agendas, present opinions, and actively lead discussions to conclusion |
| When there is a problem, the leadership tells us how to address it | R or L | When there is a problem, the leadership expects us to solve it |
| It is our leaders' style to be selective and cautious when information is shared with employees | A or B | It is our leaders' style to be open and trusting when information is shared with employees |
| Substantial feedback is given to employees about their job performance, over and beyond the required evaluation process | B or A | Infrequent or little feedback is given to employees about their job performance, outside of the required evaluation process |



Scoring Grid

| | |
|--|--|
| | |
| | |