Managing a Changing Environment
Course #HED 2224

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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—Ten Steps for Managing Change
Learning how to improve productivity and employee moral.

"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
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
The Changing Workforce

- Retiring Senior Managers—aging population
- Increased cultural awareness in the workplace
  - Ethnicity – increased diversity, w/o education, can increase intolerance (2050 white population < 50% in US vs. 62%).
  - Women in Workforce (17.3% 1969; 40% 2005; 47% 2017)
- Working Moms are the Norm
  - Seventy percent of mothers with children under 18 participate in the labor force, with over 75 percent employed full-time.
  - Mothers are the primary or sole earners for 40 percent of households with children under 18 today, compared with 11 percent in 1960.
- Technology as a toy for the new generation
- Corporate restructuring
  - Loyalty & Commitment has vanished
- Different generations interacting
Actual Number of Births per Year in the U.S.

Retirees
45.4 mil
1927 to 1945
2008 - 63 to 81
2018 - 73 to 91

Baby Boomer
75.5 mil
1946 to 1964
2008 - 44 to 62
2018 - 54 to 72

Gen X
66.0 mil
1965 to 1983
2008 - 25 to 43
2018 - 35 to 59

Gen Y & Z--Millennials
74.6 mil
1984 to 2002
2008 - 6 to 24
2018 - 16 to 34

Source: U.S. Bureau of the Census
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 Million Gen Y & Z.
## Generational Markers

<table>
<thead>
<tr>
<th>Depression Generation</th>
<th>Baby Boom Generation</th>
<th>Gen “X”</th>
<th>Gen “Y” Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great Depression</td>
<td>Civil Rights</td>
<td>AIDS</td>
<td>Poverty</td>
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<td>Electrification</td>
<td>War on Poverty</td>
<td>Video Games</td>
<td>The Environment</td>
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<td>World War II</td>
<td>Race to Space</td>
<td>Homelessness</td>
<td>Violence</td>
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<td>Cold War</td>
<td>Assassinations</td>
<td>Berlin Wall</td>
<td>Columbine</td>
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<td>Vietnam</td>
<td>Technology</td>
<td>Terrorism</td>
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<td></td>
<td>Impeachment</td>
<td>Diverse</td>
<td>Wired</td>
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<td></td>
<td></td>
<td>Latchkey Kids</td>
<td>Medicated</td>
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<td>Downsizing</td>
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Differences Between Generations

- Values
- Relationships
- Lifestyles
- View of Workplace
- Work Ethics
## Characteristics of Generations -- Values

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

<table>
<thead>
<tr>
<th>Generation</th>
<th>On Relationships</th>
<th>On Balance</th>
<th>On Community</th>
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<tbody>
<tr>
<td>Depression</td>
<td>Personal Sacrifice</td>
<td>Don’t quite get it</td>
<td>Must join the Rotary</td>
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<td>1927 - 1945</td>
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<td>Baby Boom</td>
<td>Personal Gratification</td>
<td>Sandwich generation</td>
<td>Rotary is a bore</td>
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<td>1946 - 1964</td>
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<tr>
<td>Gen X</td>
<td>Reluctance to Commit</td>
<td>Want balance now</td>
<td>What is Rotary and who cares?</td>
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<td>1965 - 1983</td>
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<tr>
<td>Millennials</td>
<td>Inclusive</td>
<td>Need flexibility to create it</td>
<td>Beachsweep neighborhood cleanup</td>
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<td>Gen Y</td>
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<td>1984 - 2002</td>
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## Characteristics of Generations -- Lifestyles

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<th></th>
<th>On Religion</th>
<th>On Exercise</th>
<th>On Homes</th>
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<td><strong>Depression</strong></td>
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<td>1927 - 1945</td>
<td>I care about religion</td>
<td>Exercise is one option</td>
<td>Buy a decent house</td>
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<td><strong>Baby Boom</strong></td>
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<td>1946 - 1964</td>
<td>Religion is a hobby</td>
<td>Exercise is a duty</td>
<td>Buy the most house you can</td>
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<td><strong>Gen X</strong></td>
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<td>1965 - 1983</td>
<td>What is religion?</td>
<td>Exercise for mental health</td>
<td>Reclaim the inner city</td>
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<td><strong>Millennials</strong></td>
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<tr>
<td><strong>Gen Y</strong></td>
<td>Will I get an “A” in religion?</td>
<td>What’s your second sport?</td>
<td>I like living with my parents</td>
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## Characteristics of Generations -- Workplace

<table>
<thead>
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<th>Generation</th>
<th>Value in Organization</th>
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<th>View of Authority</th>
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<td>Depression</td>
<td>Loyalty</td>
<td>By Hierarchy</td>
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<td>1927 - 1945</td>
<td>Similarities Relationships*</td>
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<td>Profitability</td>
<td>By Consensus</td>
<td>Love/Hate</td>
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<td>1946 - 1964</td>
<td>Reputation</td>
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<td>“Sink or Swim”</td>
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<td>Stimulation</td>
<td>By Competence</td>
<td>Unimpressed &amp; Unintimidated</td>
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<td>Balance</td>
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<td>Feedback</td>
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<td>Millennials</td>
<td>“Diverse Environment”</td>
<td>By Pulling Together</td>
<td>Polite</td>
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<td>Gen Y</td>
<td>Support System</td>
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<td>1984 - 2002</td>
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Differentiating the Millennials in the Workplace

Millennials don’t...

- believe that time/experience = skill in the workplace; and

- support pyramid 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.
Differences (cont.)

- Wisdom found from the group (e.g., shared information) not an authority figure.
- First generation that didn’t go to an adult/parent to get information—e.g., google.
- Uses social media, not the phone, to communicate.
<table>
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<th>Characteristics of Generations – Work Ethic</th>
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<td><strong>Depression</strong> 1927 - 1945</td>
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<td><strong>Gen X</strong> 1965 - 1983</td>
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<tr>
<td><strong>Millennials</strong> Gen Y 1984 - 2002</td>
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</table>
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.
Section II

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
Top Three Positive Job Characteristics for Gen X Employees

- Positive relationships with colleagues
- Interesting work
- Continuous opportunities to learn

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

Motivating Gen Ys & Zs

- Salary is not a motivator
- Training: Average age for providing 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
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.”
The Office Rookies Who Ask for the World

- More than 75% of Gen Z members believe they should be promoted in their first year on the job, according to a recent survey of 1,000 participants ages 18 to 23 by InsideOut Development, a workplace-coaching company.

- Employers see similar patterns among younger millennials in their late 20s and early 30s.
Employers: Addressing the One-Year Promotional Delema

- Present new hires with specific, step-by-step career paths, and meets with them at least quarterly to talk about their careers.
- Companies with flattened hierarchies, where promotions are harder to come by, are offering more lateral moves.
- Companies with flattened hierarchies, where promotions are harder to come by, are offering more lateral moves.
- Offer special recognition when employees pass the one-year mark.
Employees: Avoiding the Entitlement Trap

To be promoted as rapidly as possible:

- Research the career paths of more experienced co-workers.
- Talk at least quarterly with your manager about your progress and goals.
- Never ask for a promotion unless you can present evidence that you’ve earned it.
- Seek out opportunities to learn new skills on your own.
- Find a colleague willing to mentor you and explain the workplace culture.
Class Questions?

- What is the benefit of talking about Millennials?
- What motivates Gen X/Y/Zs?
- 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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III. **Evolution of Leadership Models:** Managing and Motivating Workers
IV. Learning About Your Management Style
V. Organizational Change—Managing Within the Culture
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

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

The “DNA” of Management Theories

- **Employee**
  - Motivation
  - Capacity

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

- **Situation**
  - Task
  - Structure
  - Environment (culture)
Example: Employee Motivators—Hertzberg Two-Factor Theory (1960’s)

- Hertzberg'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?
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).
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.

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<thead>
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<th>Agreeableness</th>
<th></th>
<th>Adjustment</th>
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<th>Conscientiousness</th>
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<td>24.</td>
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</tbody>
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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 stability, depressive tendencies, negative emotions, manipulative, narcistic

High score = happiness, functional 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.”

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.
____ 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.

<table>
<thead>
<tr>
<th>High Task</th>
<th>Low Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Style</td>
<td>10----9----8----7----6----5----4----3----2----1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>High People</th>
<th>Low People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Style</td>
<td>10----9----8----7----6----5----4----3----2----1</td>
</tr>
</tbody>
</table>

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 People Relationships

Low Task

High Task

Low People Relationships

High People Relationships

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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 = balanced style

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

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

Shifting from individual motivational skills/attributes to systems’ or organizational change models—“transformational change.”
Every body perseveres in its state of rest, or of uniform motion in a right line, unless it is compelled to change that state by forces impressed thereon.

Sir Isaac Newton
Change Management “DNA”

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

- Situation
  - Task
  - Structure
  - Environment (culture)
- Leader
  - Personality
  - Behavior
  - Experience (expertise)
- Followers
  - Capacity
  - Motivation
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)
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
Culture, and “Culture Keepers,” are threatened:

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

The antidote is to create a sense of urgency (need) and implement change in a manner that reduces the pain of change.
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 by limiting how much and fast change can occur.
Using the Grid to Represent Organizational Change Culture

- **Relationships**: Task vs. People orientation
- **Capacity for change**—traditional (internal) vs. flexible (external) orientation
### Organizational Culture: Capacity for Change

<table>
<thead>
<tr>
<th></th>
<th>LEFT</th>
<th>RIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>Internal</td>
<td>Dynamic</td>
</tr>
<tr>
<td>Internal</td>
<td>Structured</td>
<td>External Focus</td>
</tr>
<tr>
<td>Structured</td>
<td></td>
<td>Flexible</td>
</tr>
</tbody>
</table>

**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

(Behind Line)

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)
Driver-Controller 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.

- **Characteristics**
  - Task oriented
  - Little consultation
  - Decisions made briskly based on summary information

- **Vulnerabilities**
  - Organizational change only as strong as the leader(s)
  - Fast pace doesn't encourage group participation in decision processes.
  - High task/low people orientation.

- **Strengths**
  - Quick to react to opportunities and threats
  - Effective execution of plans and tasks
  - Supportive of "Change Agents"
Motivator Culture

- The Motivator Culture supports enthusiastic people oriented environments where new ideas are championed and failures are quickly forgiven.

**Characteristics**
- High visibility
- Innovative
- People oriented
- Quick moving
- Individualistic

**Vulnerabilities**
- Easily distracted to new projects
- Rewards individuals, not groups
- Low task, high people orientation

**Strengths**
- Creative
- High people orientation
- Flexible change oriented environment
- High energy, highly visible
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.

- **Characteristics**
  - Harmony, loyalty, group processes, peer group acceptance

- **Vulnerabilities**
  - Slow buy-in to change
  - Innovating ideas often lost to process
  - Low task, high people orientation

- **Strengths**
  - Participatory process is natural
  - Informal lines of authority and communication are effective
  - Once accepted, organizational strategies are usually implemented.
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.

**Characteristics**
- Cautious
- Methodical
- Precise/perfectionist
- High task/low people orientation

**Vulnerabilities**
- Difficult to get closure on tasks and projects
- Focus on detail, often missing "big picture"
- Lack of flexibility

**Strengths**
- Well thought out decisions
- Fact based strategies
- Precise solutions
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?
Leader’s 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 important for success.
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 (lack a sense of urgency) 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 employees
- Management Theories
- Self Assessment of Management Styles
- Implementing Change By Understanding the Organizational Culture and Leadership Style
- Conflicts
References

- Champy and Hammer, Michael, *Reengineering the Corporation*
- Hall, Wendy, *Managing Cultures: Making Strategic Relationships Work*
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- Marsee, Jeff, “Ten Steps for Implementing Change,” *NACUBO Business Officer*, June 2002, Marsee, p. 36
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