

LEVERAGING YOUR LEADERSHIP STYLE

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This submission represents a presentation outline. Some of this presentation will be presented via a powerpoint presentation, while some of the presentation will include participants working through their own leadership styles and challenges whether they are in a leadership role in an academic or business setting. If needed, I can include many of the references in attached book list to make the presentation more evidence-based and/or I can create an abstract of the presentation.

Introduction

Session overview

Introductions (name and title)

Leadership Style – Activity

Participants complete a brief activity

- Bolman and Deal's Leadership Orientations Instrument (1988)

Four Leadership Styles

Structural:

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Human Resource:

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Political:

Leaders believe that managers and leaders live in a world of conflict and scarce resources. The central task of management is to mobilize the resources needed to advocate and fight for the unit's or the organization's goals and objectives. Political leaders emphasize the importance of building

a power base: allies, networks, and coalitions. A good leader is an advocate and negotiator who understands politics and is comfortable with conflict.

Symbolic:

Leaders believe that the essential task of management is to provide visions and inspiration. They rely on personal charisma and a flair for drama to get people excited and committed to the organizational mission. A good leader is a prophet and visionary who used symbols, tells stories, and frames experience in ways that give people hope and meaning.

Personal Style and How I Have Leveraged It

According to the Bolman and Deal scale, I am a **structural leader** first and a **humanist** second. It is the part of me that values human relationships that has helped me build and maintain strong relationships with my colleagues despite the changes in roles that I have adopted over the years. I realize the importance of teamwork and the affect that a good team will have on reaching a unit's vision. I am now an Associate Dean in a College full of colleagues who hired me eight years ago. Most recently I was a non-tenured Department Chair - and this leadership role, without tenure, required me to be assertive for the sake of my department while maintaining relationships for the sake of my tenure and promotion.

Example:

I am currently in a leadership position College wide and I need people to work with me, to collaborate and contribute, and at times, follow. And, the reason I think I have been somewhat successful in this role is because I have contributed, collaborated and at times followed during my years in the College. People know that it isn't about power, it is about role. And now my role requires different things and we all seem to understand and respect that. I recently read that it is not enough for people to like you nor is it enough for people to respect you in order to be an effective leader – you need both. I'm not so sure that you can "get" people to like you but you can certainly earn their respect by working hard, doing your part, being direct and honest and ethical and I have tried to do that. If you do things because they are the right things to do then people like and respect you – they do not question your motives. This humanistic side of leadership allows me to build relationships that last, across settings and situations.

Personal Case Study: Accountability and Accreditation

I have also been very pragmatic and very task-oriented; is my structural strength as a leader. I am known for getting the job done – whatever the job might be.

Again, taking my leadership style into consideration, I am effective at these elements of administration (accountability and accreditation) because they require a straightforward, linear, kind of thinking. They require the development of a plan and then the execution of it. I wish I was more of a symbolic leader and I consciously try to strengthen my skills in that area but again, I also have learned to draw on my strengths.

Many of you are in Colleges and/or businesses that require accreditation or have Boards and/or professional associations to answer to. Relying on my strengths as a structural leader as well as the humanist side of my personality, I have used the following tactics to lead our College in successful accreditation visits over the past two years:

First and foremost:

I carefully framed the task. I was clear, specific, and tried to keep it simple. I think that when we do this kind of work we need to not overburden everyone with every little detail; we need to share the big stuff. Farm out details (or do it yourself) to individuals.

For example... when I was asked to lead the College in these efforts one year ago, we had less than 3 months until our site visit. So...I framed the task – I shared a one-page document with everyone in the College of Education that stated our three major goals and our three major deadlines. I was direct and kept it simple without minimizing how important the work was for our College.

Then, I personally and strategically asked certain people if they would host various meetings during our site visit. Each meeting consisted of a constituent of stakeholders. We had at least 15 different meetings – departments, alumni, current students, local school leaders, advisory boards, etc. And, it would not have been possible for me to prep. All of these groups in time for our visit. So, I strategically asked some folks to be group leaders and provided them with a “conversation guide” which was basically a set of questions that I thought the team might ask. Then, group leaders met with their groups and reviewed the guide and made sure everyone was on point.

Use calendars. Give deadlines. Bring everything together in the interim so that people can see the big picture. Make sure they see the fruits of their efforts.

Prioritize along two continua: (1) What does the accreditation body or Board of Directors or other external constituent absolutely need to see? What are the non-negotiables? (2) What do you want to showcase – what are your strengths? What makes your program, business, etc. “tick?”

Second. Gather perspectives.

Because I was new to leading the College in this area I had a lot to learn about our four departments in a very limited amount of time. Due to this situation, I made it a point to begin the process by asking questions and truly listening to answers. Interestingly, what I found when I stopped to listen was that everyone was doing very good work across many different areas. For whatever reason, however, they were convinced that it was not good enough. So, I was able to glean an enormous amount of information in a very limited amount of time, just by listening. Not a strength of mine but one that I am beginning to find enormously valuable.

Third. Create a sense of urgency

And maintain it through visibility at every meeting, in your emails, during hallway or cooler conversations, within 1:1 discussions, etc. Because of the short time frame this was fairly easy to do but there is a balance between creating a sense of urgency and creating panic and at times, I may have created too much anxiety. As you know, however, it is harder to maintain that sense of urgency when your timeline is one year or three years in the future. That was this year's challenge. But I still used the same techniques....keeping the topic in the forefront – keeping it as a constant – Revisiting it.

Find a champion or two or three. Then, you can use the person or group as an example of how something can get done and you don't feel so alone in the process!

Fourth and Finally, Make it relevant

Related to finding a champion to a certain extent, is making it relevant. We are all so busy that we have to prioritize. By finding people who want to champion certain things, then the relevancy is already there. For example, not related to accountability, we are creating a new certificate program. Nobody has required us to do it, an accreditation body is not insisting on it, the campus leadership is not pressuring us, a school district is not requesting it. And, we wouldn't be doing it had I not shared the idea with the faculty and found people that truly are excited about it and want to be part of it. But, I invited them in. I asked them if and how it was relevant, I made it an option and tried to build some energy around it. I share this not because it is about accountability or accreditation but because it shows how people will come together around a common goal if they see its relevance. Some of it is soft sell and some of it is knowing what the people in your unit care about and value. Which leads me to my last point...

Accountability is almost always seen as external – we are accountable to others. But, there is also something to say about being accountable to ourselves and that is the key link between accreditation and accountability. If we don't hold ourselves accountable to what we believe is right than we are always doing these things for other bodies, for other people, organizations, etc. And, we resent it. And, we should. But, if we know what we believe in, what we value, what we stand for, then we care whether or not we are emulating those values.

My work last spring made this very clear to me. People believed in me and the importance of receiving accreditation, so we were successful. But, we could not be successful if we tried to do that again this year. I realized we had to revisit what we valued and what we believed in. Then, we had to articulate it. Once that came together, then we could be accountable to others.

So, this year we have started at the beginning. We have rewritten our vision, mission, and goals. As a unit we have spent the past seven months coming to consensus on these important statements that illustrate for us and others who we are and what we believe. The structural leader in me has really struggled with the process. Really struggled. I know I could have brought together a committee and written and vetted these new statements in six weeks but in order to change the way the College views accreditation, I knew we had to start at the beginning.

We have a long way to go but we are inching forward. Earlier I alluded to the fact that when I listened I heard how committed people were to their programs, how they cared deeply about their students, and how they were doing really good things. But sadly, almost to the person I heard how they knew it wasn't good enough – that it fell short. That is because they thought what they valued didn't align with what our accrediting bodies valued. But that isn't true. If we do this thing right it should become clear to us that we articulate what we value, what we expect our students to know and do, and then share this information with the accreditation folks. As opposed to trying to figure out what others want in a vacuum of our own context and culture.

Think About Your Style and How You Have Leveraged It

Share your story with the person sitting next to you.

Discuss why you end up with the stories you have (how does your style “land” you in specific situations).

Discuss why or why not your stories are meeting your professional needs and aspirations. For example, do I want to be the “accreditation queen” forever? Or, do I need to hone other leadership traits so that others can see how I would be of value in other arenas.

Bolman and Deal Leadership Orientations Instrument (1988)

This questionnaire asks you to describe yourself as a manager and as a leader. For each item, give the number "4" to the phrase the BEST describes you. Then give a "3" to the item that is next best, and on down to "1" for the item that is LEAST applicable to you. Each line for each item should end up with a number designation.

1. My strongest skills are:

- _____ a. Analytical Skills
- _____ b. Interpersonal Skills
- _____ c. Political Skills
- _____ d. Ability to excite and motivate

2. The best way to describe me is:

- _____ a. Technical expert
- _____ b. Good listener
- _____ c. Skilled negotiator
- _____ d. Inspirational Leader

3. What has helped me the most to be successful is the ability to:

- _____ a. Make good decisions
- _____ b. Coach and develop people
- _____ c. Build strong alliances and a power base
- _____ d. Energize and inspire others

4. What people are most likely to notice about me is my:

- _____ a. Attention to detail
- _____ b. Concern for people
- _____ c. Ability to succeed in the face of conflict and opposition
- _____ d. Charisma

5. My most important leadership trait is:

- _____ a. Clear, logical thinking
- _____ b. Caring and support for others
- _____ c. Toughness and aggressiveness
- _____ d. Imagination and creativity

6. I am best described as:

- _____ a. An analyst
- _____ b. A humanist
- _____ c. A politician
- _____ d. A visionary

Scoring: Total for all A answers _____ = Structural leadership strength
 Total for all B answers _____ = Human Resource leadership strength
 Total for all C answers _____ = Political leadership strength
 Total for all D answers _____ = Symbolic leadership strength

Summary of Four Frames

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**Booklist
Topics in Leadership**

Women in Leadership Positions

Title	Author
Why So Slow? The Advancement of Women	Virginia Valian
Women Don't Ask: The High Cost of Avoiding Negotiation--and Positive Strategies for Change	Linda Babcock & Sara Laschever
Ask for It	Linda Babcock & Sara Laschever
On Becoming a Woman Leader	Susan R. Madsen
What Men Don't Tell Women About Business: Opening up the Heavily Guarded Alpha Male Playbook	Christopher V. Flett
Why Women Should Rule the World	Dee Dee Myers
Gender Equity or Bust: On the Road to Campus Leadership in Higher Education	Mary Dee Wenniger & Mary Helen Conroy
Nice Girls Don't Get the Corner Office: 101 Unconscious Mistakes Women Make That Sabotage Their Careers	Lois P. Frankel

Various Leadership Topics

Let your Life Speak: Listening for the Voice of Vocation	Parker J. Palmer
Tempered Radicals: How Everyday Leaders Inspire Change at Work	Debra E. Meyerson
Tempered Radicals: How People Use Difference to Inspire Change at Work	Debra E. Meyerson
The Places that Scare you: A Guide to Fearlessness in Difficult Times	Pema Chodron
The Contrarians Guide to Leadership	Steven B Sample
The Age of Unreason	Charles Handy
This Fine Place so Far From Home: Voices of Academics from the Working Class	C.L. Dews
Composing a Life	Mary Katherine Bateson

Shakespeare, Einstein and the Bottom Line: The Marketing of Higher Education	David L. Kirp
The Diffusion of Innovations	Everett M. Rogers
Good to Great and the Social Sectors	Jim Collins
Built to Last	Jim Collins
A Gift From the Sea	Anne Marrow Lindberg
Time on Task	Carol Twig
Reframing Organizations: Artistry, Choice, and Leadership	Lee Bolman & Terrence Deal
Leading with Soul: An Uncommon Journey of Spirit	Lee Bolman & Terrence Deal
Leading Change	John P. Kotter
Please Understand Me: Character and Temperament Types	David Keirsey & Marilyn Bates
Please Understand Me II: Temperament, Character and Intelligence	David Keirsey
Fundamentals of Organizational Communication: Knowledge, Sensitivity, Skills, and Values	Pamela Shockley-Zalabak
Creating You & Co.: Learn To Think Like The CEO Of Your Own Career	William Bridges
Difference Matters: Communicating Social Identity	Brenda J. Allen

How To...

Closing that Gift! How to be Successful 99% of the Time	Robert F. Hartsook
The Art of Bargaining	Richard Ned Lebow
Resources for Student Risk Managers	Kim Novak
College and University Budgeting	Larry Goldstein
College and University Budgeting: An Introduction for Faculty and Academic Administrators	Richard J. Meisinger, Jr.
Fierce Conversations: Achieving Success at Work & In Life One Conversation at a Time	Susan Scott