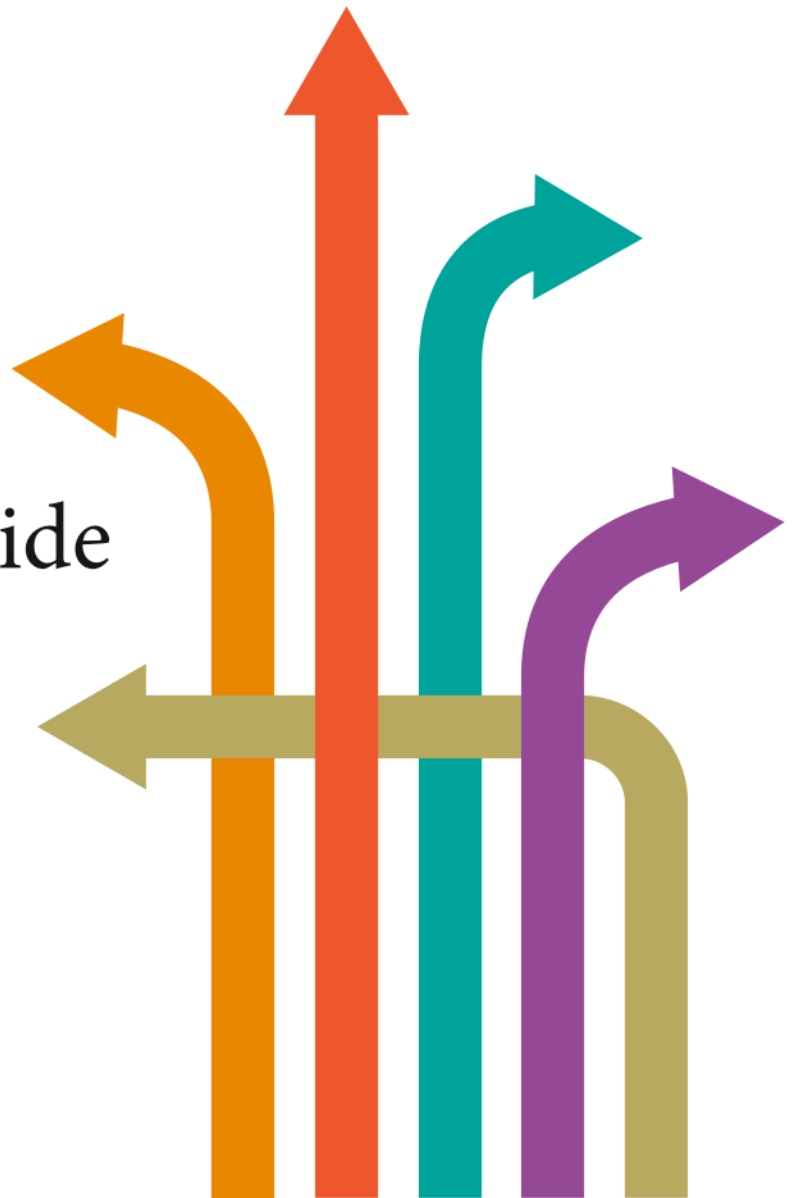


ADAPTIVE LEADERSHIP



Mastering the Art of Follower-Focused Influence

Participant Guide



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ADAPTIVE LEADERSHIP



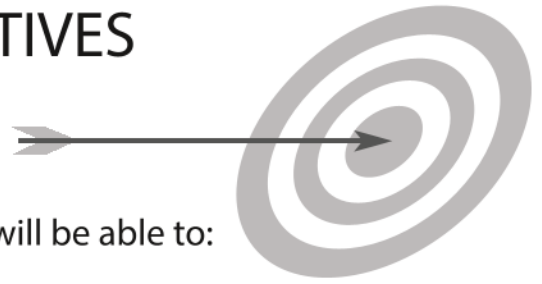
Mastering the Art of Follower-Focused Influence

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SESSION OBJECTIVES



Upon completion of this training program, you will be able to:

- Discover the differences between management and leadership.
- Define the “crucial factor” of truly effective leadership.
- Explain the interrelationship between influence and leadership.
- Differentiate between formal and informal influence.
- Differentiate between legitimate and illegitimate influence.
- List and explain the characteristics of five distinct leadership styles and five different types of followers.
- Develop the skills to lead based on the needs of followers.
- Explain how leadership style can impact followers and help or hinder the development of bench strength.
- Discover skills for becoming a “servant leader.”

DRAWING DISTINCTIONS

Management and Leadership

Most people have never given much thought to the distinctions that might be made between management and leadership. For many the two terms are synonymous. In recent years, however, many researchers have attempted to define these terms and point out the differences and similarities between them.

You will be given a few minutes to define the terms management and leadership. As you do so, you should attempt to differentiate between the two. Use the space below to record your thoughts and to list the similarities and distinctions between the two. You may consider persons in your organization as you form your definitions. You may also consider historical persons or persons inside or outside of the business realm.

Management Defined

1

List two people you believe are "good" managers:

Leadership Defined

2

List two people you believe are "good" leaders:

Would you rather be managed or led? Why?

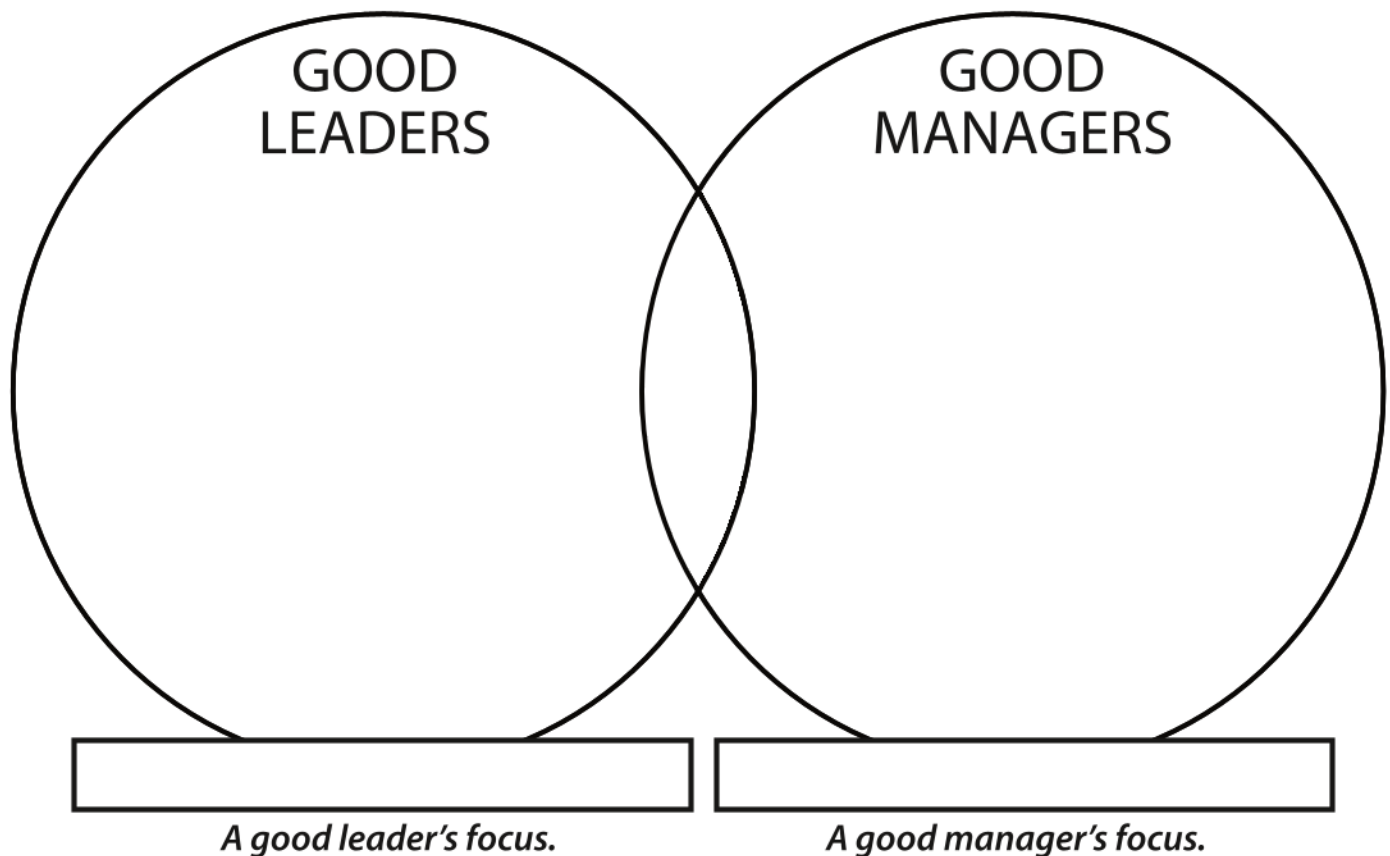
WHAT OTHERS SAY

Use the boxes below to jot down how others distinguish leadership from management:

Leadership is....

Management is....

A distillation of the research:

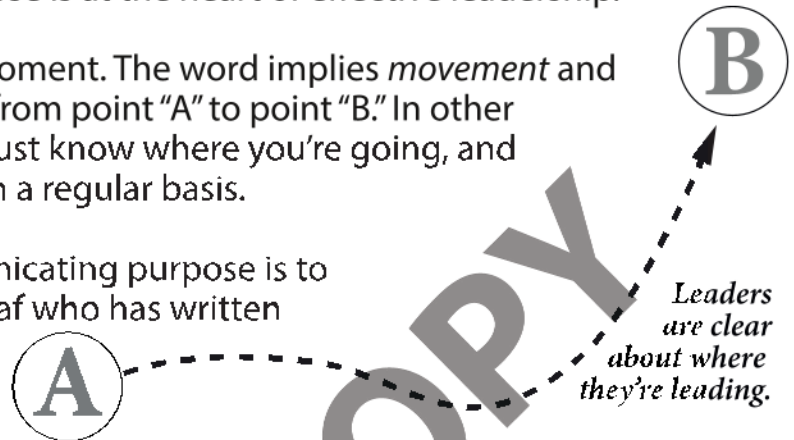


THE “CRUCIAL FACTOR” OF LEADERSHIP

Let’s turn our attention to what might be the single most crucial characteristic of effective leadership: *establishing and communicating purpose to followers*. Call it vision, call it mission, call it whatever you want, but what often separates good leaders from the not so good is the ability to chart a compelling course, communicate it clearly and regularly, and live it passionately. Purpose is at the heart of effective leadership.

Consider the word “leadership” for a moment. The word implies *movement* and *direction*. It conveys the idea of going from point “A” to point “B.” In other words, to be an effective leader you must know where you’re going, and you must live it and communicate it on a regular basis.

In speaking of how important communicating purpose is to effective leadership, Robert K. Greenleaf who has written extensively on the subject the said the following:



Leaders are better than most at pointing the direction. As long as one is leading, one always has a goal. It may be a goal arrived at by group consensus, or the leader, acting on inspiration, may simply have said, “Let’s go this way.” But the leader always knows what it is and can articulate it for any who are unsure. By clearly stating and restating the goal the leader gives certainty to others who may have difficulty in achieving it for themselves. “Goal” is used here in the special sense of the overarching purpose, the big dream, the visionary concept, the ultimate consummation that one approaches but never really achieves. It is something presently out of reach....it excites the imagination and challenges people to work for something they do not yet know how to do....⁴

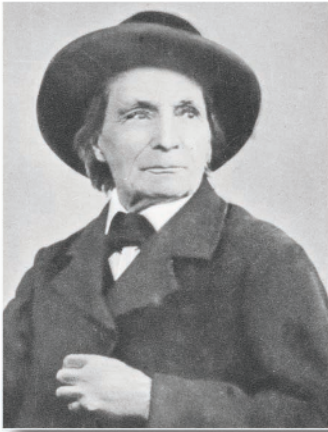
What is Our Company’s Mission?

From memory, write the mission of the company below (if you know it):

What is Your Department’s Mission?

Again, from memory, write the mission of your department or function in the organization (again, if you know it):

THE ACTIVITY TRAP



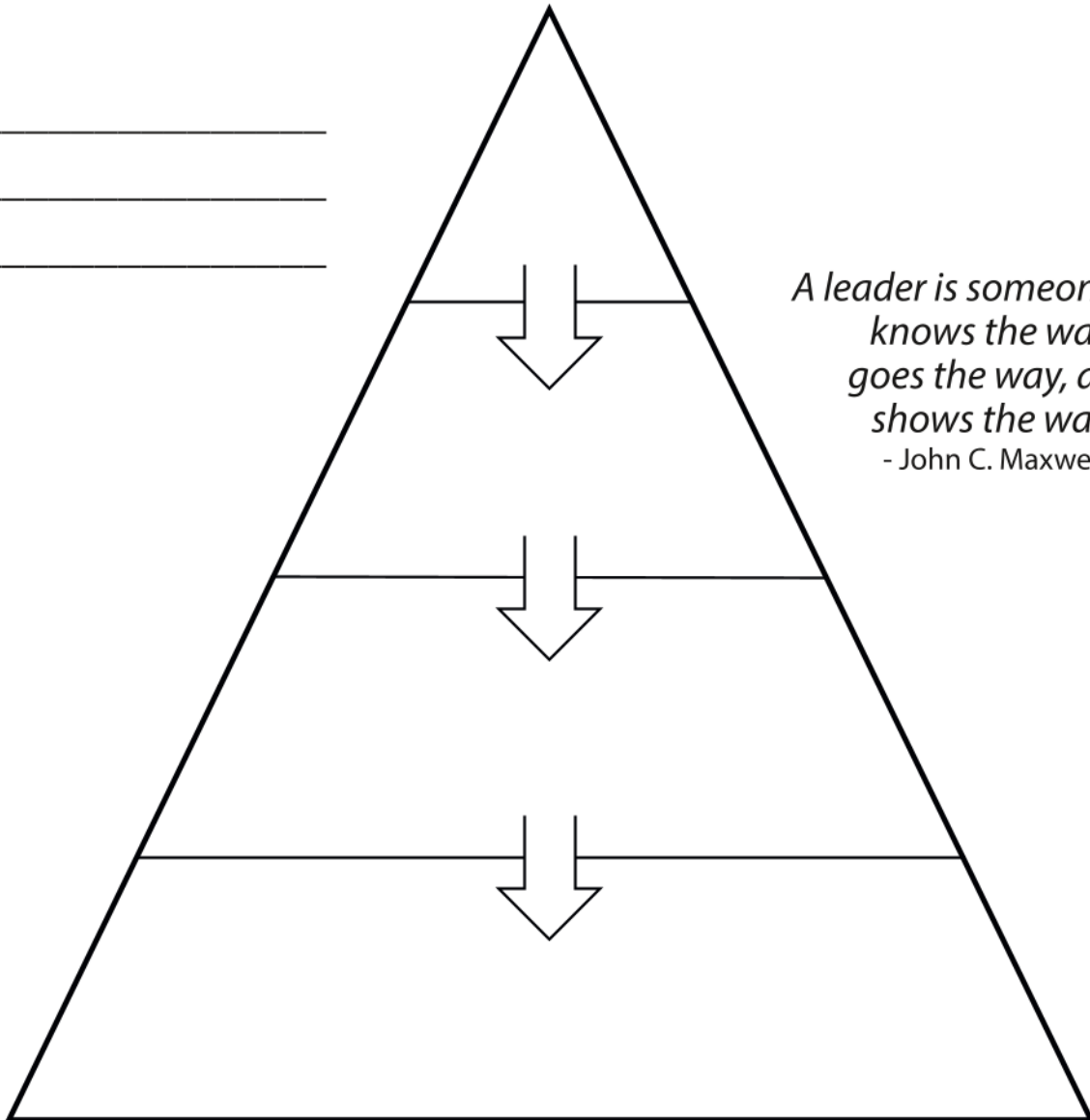
Naturalist Jean-Henri Fabre

People in organizations often lose sight of the company mission. As a result they may engage in all kinds of activities but don't know how those activities align with the company's overall strategic purpose.



THE PLANNING HIERARCHY

1. **M** _____
2. **M** _____
3. **M** _____



*A leader is someone who
knows the way,
goes the way, and
shows the way.*
- John C. Maxwell

MISSION, GOALS, OBJECTIVES AND ACTIVITIES

MISSION *(The overarching purpose of an organization, department, or function.)*

- A mission statement describes the nature and concept of an organization's or department's future work efforts.
- A mission statement is a guide, a clear statement of direction or "big picture."
- Answering the following question may help you write a departmental or unit mission statement:

- *What is your basic purpose or reason for existing?*
- *Who are your principal customers, clients, or users?*
- *What services/products do you provide?*
- *Any geographical boundaries or market segments?*
- *What are your principal economic concerns and how are they measured?*
- *What philosophical issues are important to you?*
- *What are your biggest issues and problems? These may help you formulate a departmental mission.*



GOALS *(General intentions that supporting the Mission)*

- Goals, while still fairly broad, are more specific than a mission statement; goals should be aligned with the mission statement.
- Goals are qualitative; a good goal helps people better visualize where you want to be.
- Goals are general statements of what you want to do in order to satisfy your mission or vision.

OBJECTIVES *(Measurable intentions that further define the Goals)*

- The most specific of all statements, objectives are quantitative and measurable, and should "align" with the goals and mission of an organization or department.
- Objectives go further than goals do in terms of specifics by indicating how much, by when, etc.
- Objectives are written such a way that there can be no disagreement about whether they were met or not.
- Good objectives satisfy SMART by being Specific, Measurable, Attainable, Relevant, and Time-framed.

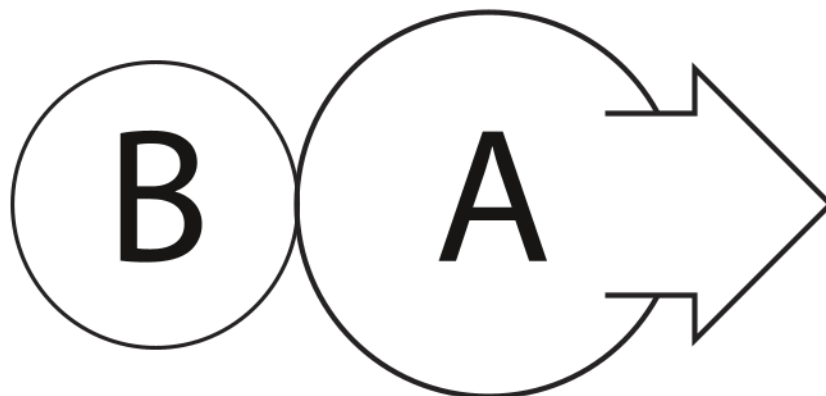
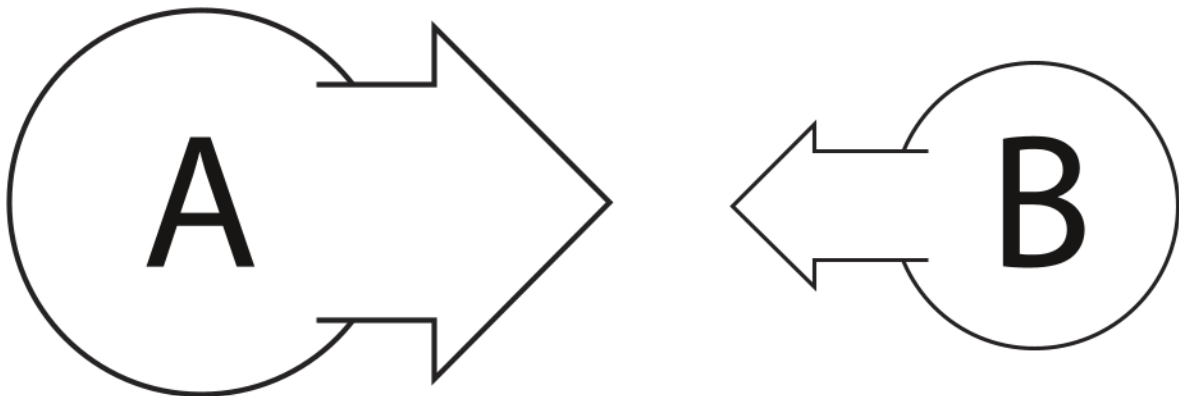
ACTIVITIES *(The things people do to accomplish the Objectives)*

The most specific of all the components of planning hierarchy, activities spell out the detailed actions (tasks) that will be taken to implement the plans that have been made. Activities are actual jobs people will need to do. Activities can be delegated, and form the foundation of performance appraisals and reviews.

WHAT IS LEADERSHIP?

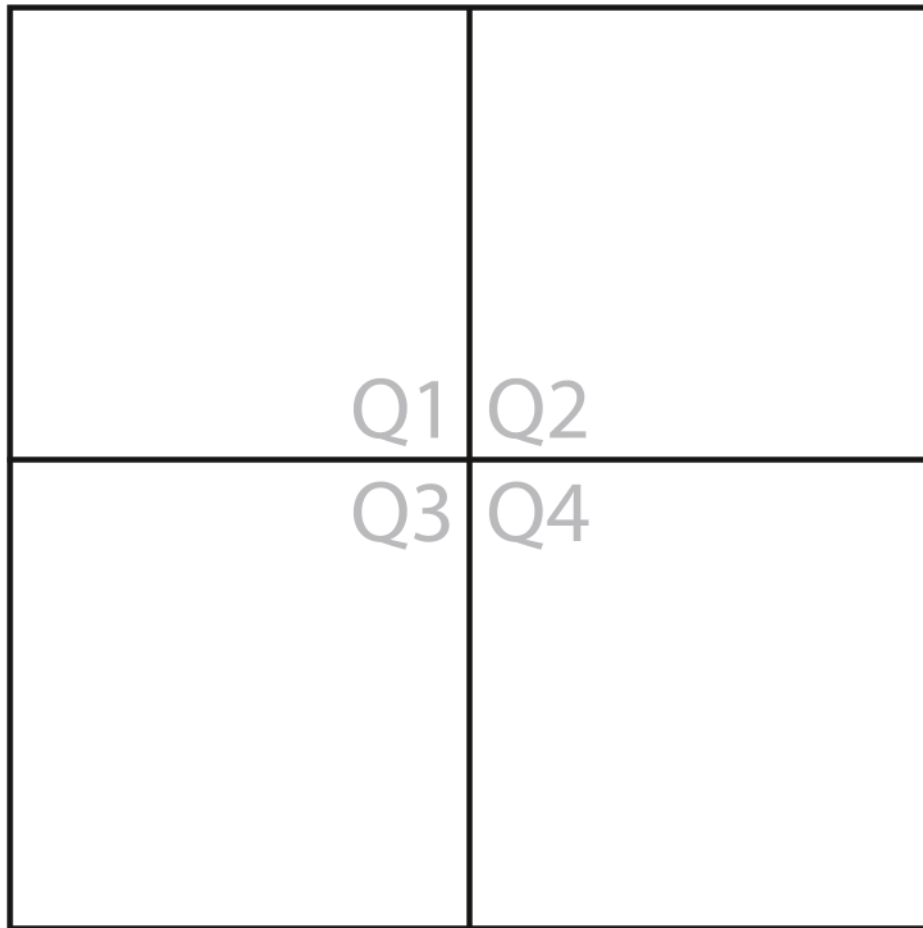
Fifty years ago, R. M. Stogdill in his *Handbook of Leadership* remarked, “there are almost as many different definitions of leadership as there are persons who have attempted to define the concept.”

For our purpose, there is a simple, yet powerful way of defining leadership. Simple because it is captured in a few words, and powerful because it opens the door to a better, practical way of understanding leadership and provides insight into how to lead others.



But there's more to it than that....

THE INFLUENCE GRID



3 Principles Revealed by the Influence Grid

1	
2	
3	

A Better Definition of Leadership

--

THE INFLUENCE GRID - Some Cases

INSTRUCTIONS: Read each case and determine the type(s) of influence being used. Be ready to share your findings. The cases continue on the next few pages.

CASE 1

Larry Jeffers, a 10-year veteran of Clarendon Associates, steps up to Cindy Carlton's desk. She was recently hired as Larry's administrative assistant and has been with Clarendon for about three months. "Cindy," Larry says, "when you get a chance, please drive into town and pick up my dry cleaning. It's at Albert's on 4th Street." Despite being new to the company, Cindy is certain picking up her boss' dry cleaning isn't part of her job description. What kind of influence is Larry exerting, and how might Cindy perceive his influence?

	FORMAL	INFORMAL
LEGITIMATE (appropriate)	Q1	Q2
ILLEGITIMATE (inappropriate)	Q3	Q4

Notes

CASE 2

Lauren Alvarez is the Chief Financial Officer of a family bank in Beloit, Wisconsin. She's been working on an Annual Report presentation she'll be giving to the Board next week. Her Director of Accounting, Phil Chumbley, has been working with Lauren to pull together data for the report. The financial results aren't looking very good so Lauren – who's been berated by her boss repeatedly for poor results – instructs Phil to "adjust" the financials to look better for her presentation. What kind of influence is Lauren using, and how might Phil perceive her influence? What kind of influence might Lauren's boss have been using that prompted her to hide the results she'll present?

	FORMAL	INFORMAL
LEGITIMATE (appropriate)	Q1	Q2
ILLEGITIMATE (inappropriate)	Q3	Q4

Notes

CASE 3

Reggie Kypers is the Director of Finance for a mid-sized manufacturing company in Spokane, Washington. Yesterday he called one of his peers, Leslie Blaine – the Director of Sales – to see if she would be willing to help develop a business plan to acquire a smaller company just outside of Spokane. The acquisition proposal is in response to a request that came from the CEO who wanted a feasibility study on company expansion. The acquisition, if successful, would position the company for increased growth in a burgeoning market. "Sure, I'd be happy to help" was Leslie's response to the request. "When do you want to get together?" What kind of influence is Reggie using with Leslie? What kind of influence is the CEO using who made the request for the feasibility study?

	FORMAL	INFORMAL
LEGITIMATE (appropriate)	Q1	Q2
ILLEGITIMATE (inappropriate)	Q3	Q4
Notes		

CASE 4

With the boss on vacation, the department will be leaderless for the entire week. There's a substantial volume of work to be done and deadlines are looming. The five department employees comprise a team of professionals who do similar work for the company. Four of the employees are veterans, having been with the company for more than five years. The newest member of the department, Emily Whisenhunt, joined the team four months ago from a competitor. As Emily works, the four other employees step to the door of her office, and one of them says, "You're working way too hard, Emily. We're all going to knock off for the day and go to Zebo's for some appetizers, and we want you to join us." It's 2:30pm. What kind of influence are Emily's four colleagues exerting? How might Emily perceive their influence?

	FORMAL	INFORMAL
LEGITIMATE (appropriate)	Q1	Q2
ILLEGITIMATE (inappropriate)	Q3	Q4
Notes		

CASE 5

Mark Westford owns a consulting firm in Orlando, Florida. Today he walked into the cubicle of his office manager, Melissa Cyrus. "Hey," he said, "I know it's Friday, but I need a big favor and I really hate to ask, but could you drop what you're working on and give your full attention to the Lawrence contract? I need your expertise and unfortunately the clock is ticking. Here's the bad news: I need this Monday at 9 am. I'm working on two other contracts that are burning out of control or I'd take this on myself." Melissa's eyes widen as she realizes it'll take all weekend to get the job done. She replies, "Yikes, Mark, I've got plans for the weekend." Mark's face drops, but then Melissa says, "Let me see if I can arrange some things and get it done." If I get this done, can I have next Friday off? What kind of influence is Mark using? How does Melissa perceive his influence? Is she trying to influence Mark? If so, what type of influence is she exerting?

	FORMAL	INFORMAL
LEGITIMATE (appropriate)	Q1	Q2
ILLEGITIMATE (inappropriate)	Q3	Q4
Notes		

WHAT GIVES A PERSON INFLUENCE?

All of us have influence of some sort or other. However, some of us have more influence than others simply because of certain qualities or characteristics we possess. Using your work experience, list below as many different qualities or characteristics that you think give a person influence. An example is provided to get you started. The letters C, M, and N will be explained later.

Job title or position	C	M	N
	C	M	N
	C	M	N
	C	M	N
	C	M	N
	C	M	N
	C	M	N
	C	M	N
	C	M	N
	C	M	N
	C	M	N

Please do **NOT** look ahead.

COMPETENCE AND MOTIVATION FACTORS



CLASH OF LEGITIMACY

A “clash of legitimacy” occurs when a leader believes the influence he is exerting is *legitimate*, but the follower(s) believe it to be *illegitimate*.



HOW TO PREVENT A “CLASH OF LEGITIMACY”

Suggestions for Leaders

- Be a *problem identifier* first, rather than a *problem solver*. Elicit help in solving problems.
- Use *informal* influence. Clashes occur more frequently when *formal* influence is used.
- Reconsider the situation and the reaction and if you can, relent rather than “digging in.”
- Welcome/encourage discussion about proposed decisions *before* decisions are made.
- If dissent or disagreements arise try to resolve by finding a win/win resolution.
- Communicate *repeatedly* and *clearly* “why” a decision needs to be made or is being made.
- Avoid edicts or mandates to deal with issues that only involve one or a few persons.
- Ask followers: “*What ideas do you have that would help resolve this for me?*”
- If you do assert your influence and some followers view your decisions as illegitimate be watchful as they may only grudgingly comply.

Suggestions for Followers

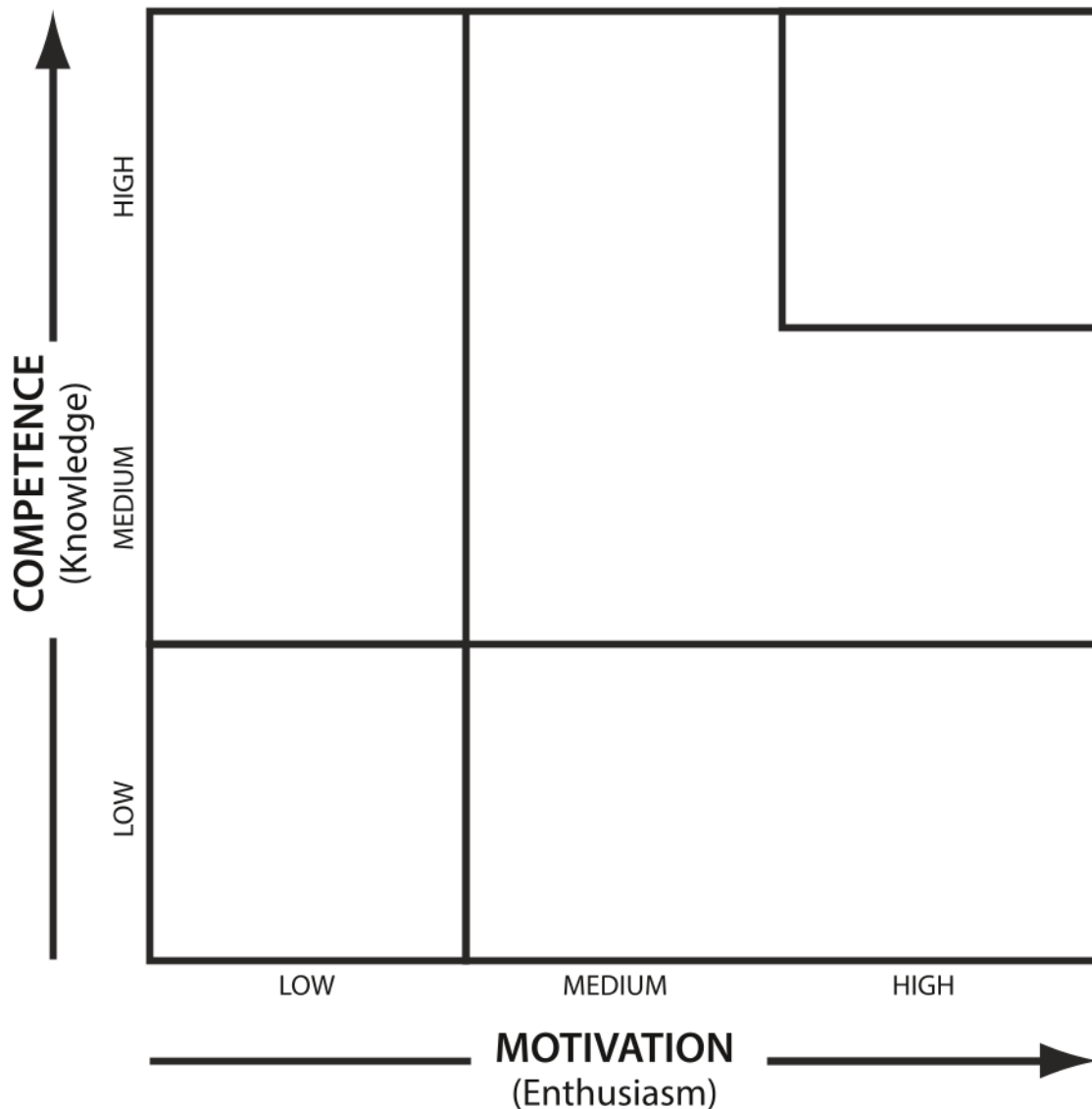
- Make an effort to accept decisions made by your leaders/managers.
- Realize leaders/managers have authority to make decisions. If the clash is about what you perceive to be unethical or illegal clearly communicate your concerns.
- Respectfully ask for more information from your leaders/managers to help you better understand “why” a decision was made.
- Offer well thought-out suggestions and alternatives to proposed decisions or plans.
- Be careful about bad-mouthing, questioning, or complaining about your leaders/managers to others. Bring concerns to your leaders/managers.
- Once you have communicated your concerns and have been heard and understood it’s time to accept the decision and support it.

LEADERSHIP STYLE INVENTORY

INSTRUCTIONS: Rate your *natural* inclinations or tendencies below. Be forthright in your assessment, focusing on the way you *are*, not the way you might wish you were.

	Not like me	Slightly like me	Somewhat like me	Very much like me	Just like me
1. I tend to be decisive and quick to act.	0	1	2	3	4
2. I like to help others learn and grow.	0	1	2	3	4
3. I let people decide things for themselves.	0	1	2	3	4
4. I'm like to share control and decision making with others.	0	1	2	3	4
5. I compliment people for their good work.	0	1	2	3	4
6. I tend to be opinionated and often think I'm right.	0	1	2	3	4
7. I like to teach others so they grow and develop their skills.	0	1	2	3	4
8. I tend to focus on the big picture more than specifics.	0	1	2	3	4
9. I like to work together with others on things.	0	1	2	3	4
10. I think rules have to be made to keep things moving smoothly.	0	1	2	3	4
11. I like to educate people so they keep learning.	0	1	2	3	4
12. I seek input from others before making a decision.	0	1	2	3	4
13. I am known to others as an encourager.	0	1	2	3	4
14. I tend to be impatient.	0	1	2	3	4
15. I take the time to explain concepts and ideas to others.	0	1	2	3	4
16. I see people as generally smart and capable.	0	1	2	3	4
17. I easily concede points to reach agreement.	0	1	2	3	4
18. I like to share my understanding of things with others.	0	1	2	3	4
19. I give people lots of latitude in making decisions.	0	1	2	3	4
20. I tend think my way is often the better way.	0	1	2	3	4
21. I'm good at motivating people to give their best.	0	1	2	3	4
22. I like to give people ideas about how to improve their skills.	0	1	2	3	4
23. I'm passionate about what I do.	0	1	2	3	4
24. I'm willing to compromise with others.	0	1	2	3	4
25. I try to inspire others to accomplish great things.	0	1	2	3	4
26. I'm more "big picture" than "details" focused.	0	1	2	3	4
27. I like to maintain control to ensure things are done the right way.	0	1	2	3	4
28. I tend to be upbeat and engaged.	0	1	2	3	4
29. I'm interested in the ideas and perspectives of others.	0	1	2	3	4
30. I tend to leave people alone to figure things out.	0	1	2	3	4
31. I'm quick to praise people for their work.	0	1	2	3	4
32. I see myself as a coach to others.	0	1	2	3	4
33. I think people should be given a lot of freedom.	0	1	2	3	4
34. There's a right way and a wrong way to do things.	0	1	2	3	4
35. I willingly change my mind when others have better ideas.	0	1	2	3	4

THE LEADERSHIP MODEL



Demotivating “Events”

When a follower shows signs of being demotivated, a good leader will try to discover the cause and find ways to improve the follower’s motivation. A follower with low motivation will eventually experience a competence decline. What are some things that may cause a follower to become demotivated. What has demotivated you in the past?



CASE STUDIES

CASE #1 Mike Kiser

Mike Kiser is one of your best people. He has been with the company for nearly seven years and has proven himself time and again by his shrewd, business sense, his technical knowledge and his ability to produce high-quality work on time. You consider Mike's willingness to tackle new projects a real asset—especially now that this special project, a real political "hot potato," has been dumped in your lap. While this project is somewhat unique, you recall Mike did work on something similar four or five months ago. In any event, the project must be completed in time for a presentation next month to several, tough-minded Vice Presidents. You've decided to give the project to Mike to complete.

- How would you assess Mike's level of competence?

☐

Low

☐

Medium

☐

High

- How would you assess Mike's level of motivation?

☐

Low

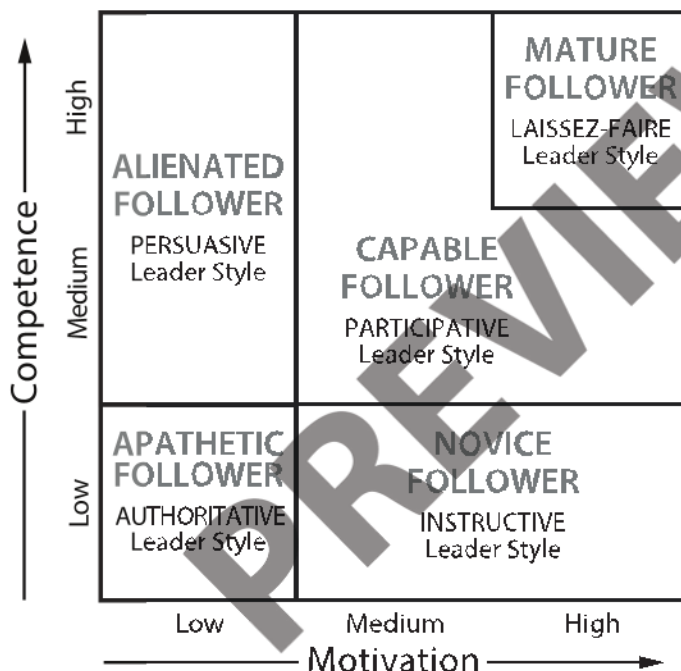
☐

Medium

☐

High

- What leadership style would be appropriate in leading Mike to complete this project?


☐

Instructive (teach, train)

☐

Participative (team, collaborate)

☐

Laissez-Faire (trust, empower)

☐

Persuasive (turn, inspire)

☐

Authoritative (tell, manage)

NOTES:

- Indicate below the reasons you believe the above leadership style would be appropriate:

CASE #2 Joanne Howard

Joanne Howard was hired as a manager a month ago from a large company where she worked for 10 years. She brings some top-notch skills and experience you feel will be particularly useful to the organization as it expands during the coming months. Joanne is grateful for the opportunity to show her capabilities and has hit the ground running. She has already planned to reorganize the staff work schedule and has thought of some ways to re-instill enthusiasm among her people. On top of that she has shown her eagerness to try some new “customer care” approaches. You realize your biggest task will be to keep her challenged as her enthusiasm seems boundless.

- How would you assess Joanne’s level of competence?

☐

Low

☐

Medium

☐

High

- How would you assess Joanne’s level of motivation?

☐

Low

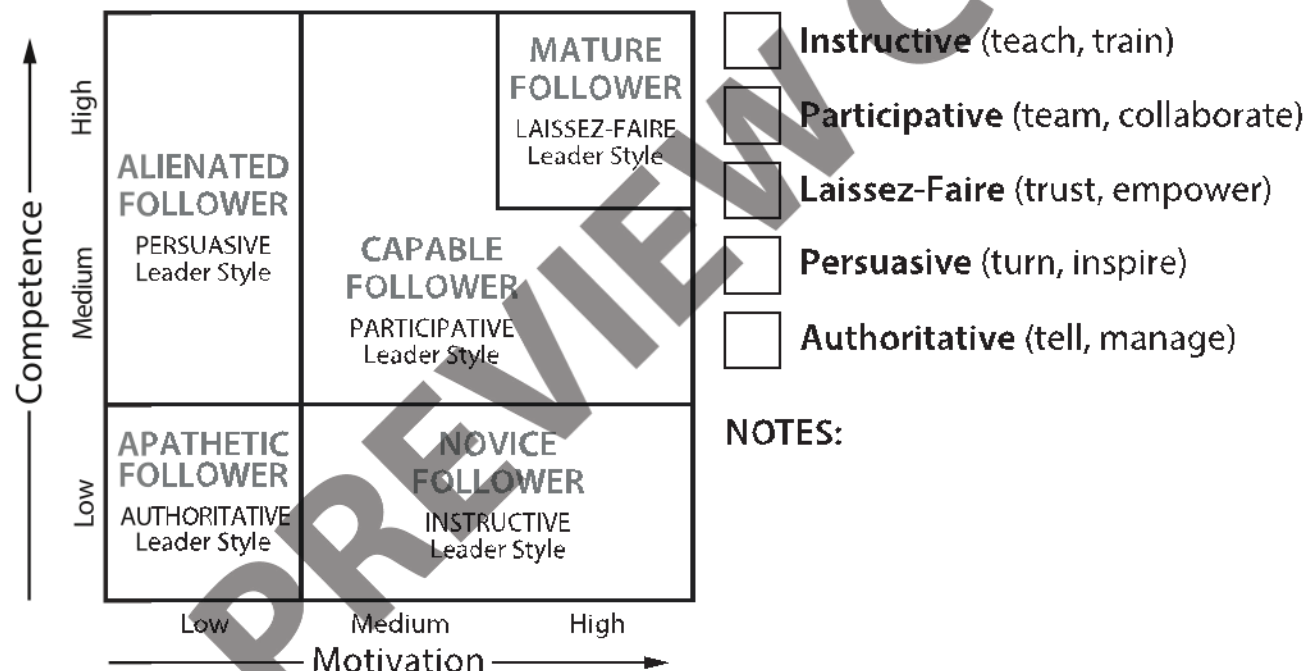
☐

Medium

☐

High

- What leadership style would you use in leading Joanne?



- Indicate below the reasons you believe the above leadership style would be appropriate:

CASE #3 Wanda Schimer

Wanda Schimer's work continues to frustrate you as it has for the last six months. You've asked her time and again to get her quarterly staff reports in, but she seems unwilling (or incapable) of meeting the deadlines you've set. To make matters worse, when she does get the reports in, they're often full of errors. On three separate occasions you've had to redo the reports yourself. You've talked with Wanda about this performance problem, but she seems unconcerned. To make matters worse, Wanda's performance is slipping in other areas as well.

- How would you assess Wanda's level of competence?

☐

Low

☐

Medium

☐

High

- How would you assess Wanda's level of motivation?

☐

Low

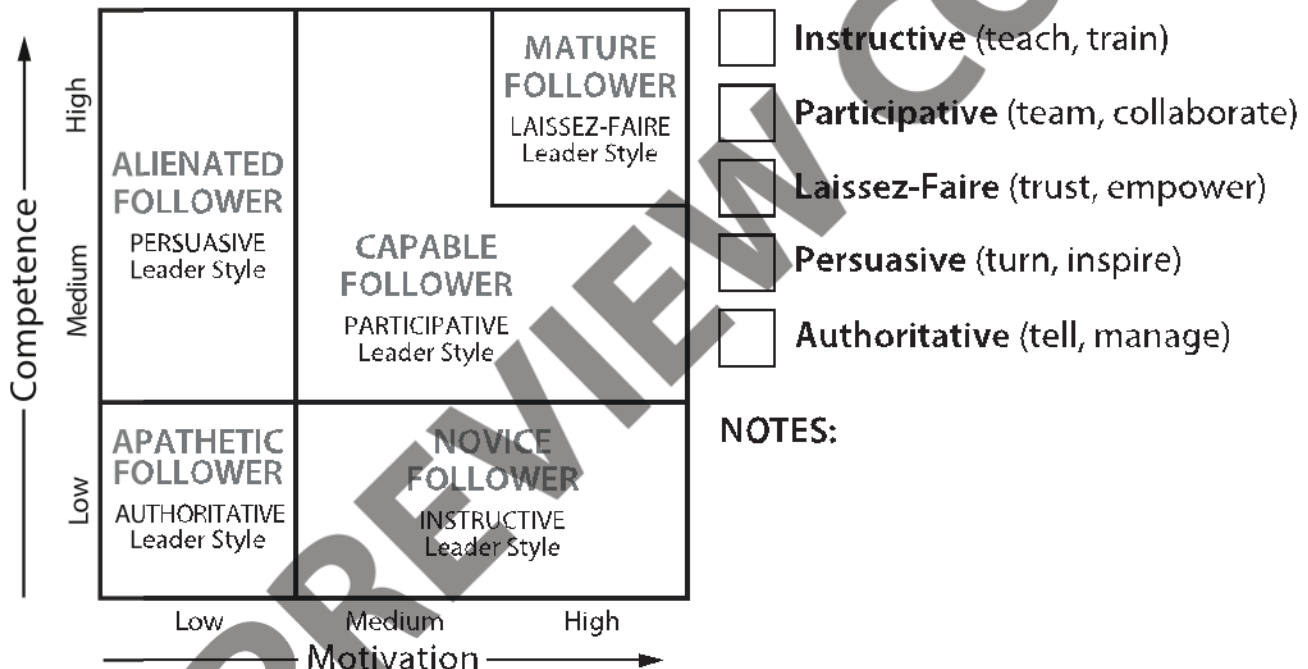
☐

Medium

☐

High

- What leadership style would likely be appropriate with Wanda?



- Indicate below the reasons you believe the above leadership style would be appropriate:

CASE #4 Randall Bestler

Randall Bestler has been working at Ajax Industries for fifteen years. He was in place long before his new boss, Kevin Jeffers, was hired from a competitor. Kevin remembers those first few months after he took over leadership of the department. He wasn't sure which end was up and if it hadn't been for Randall's expertise and advice, he's sure his new role would have come to an inglorious end. Randall was not only helpful in teaching Kevin the ropes, but he knew all of the company's key players, the culture, and "politics." Lately, Kevin has become concerned with Randy's performance. He's still the one everyone seeks out when they've got a tough problem about a certain procedure, but during the last several months Kevin has noticed a kind of uncaring attitude. Reports that Randall usually completed with perfection were now sometimes missing important data and project deadlines have been slipping a bit.

- How would you assess Randall's level of competence?

☐

Low

☐

Medium

☐

High

- How would you assess Randall's level of motivation?

☐

Low

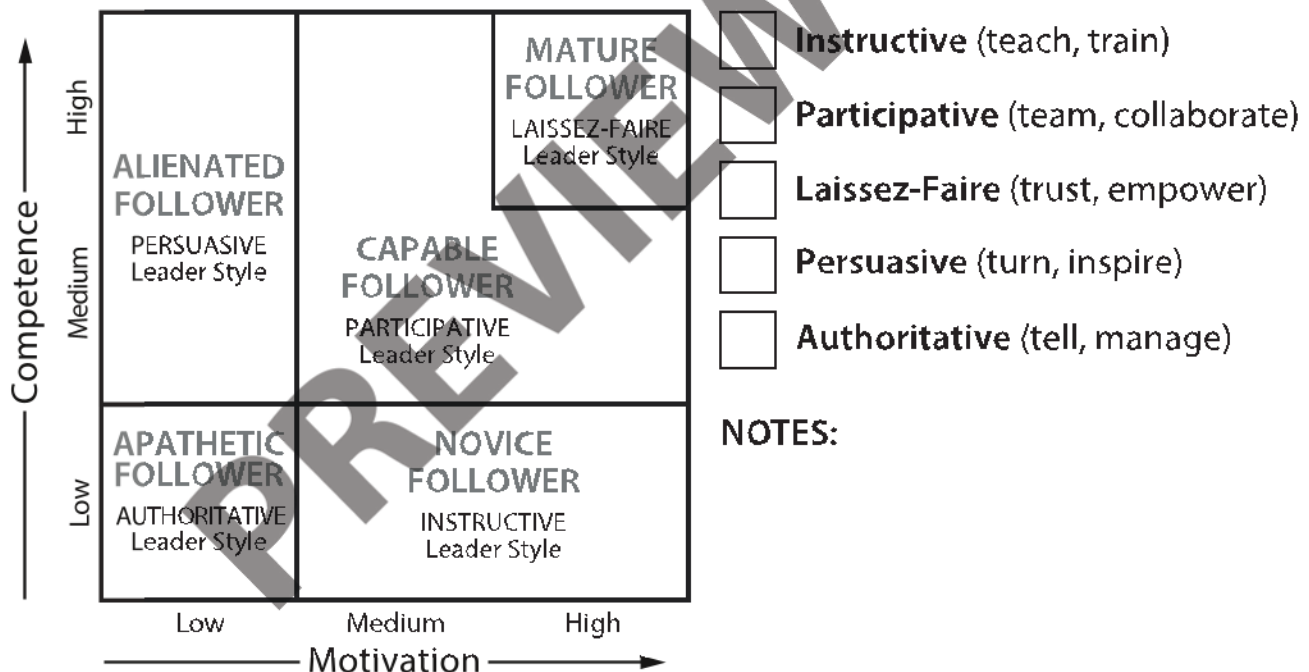
☐

Medium

☐

High

- Which style of leadership would likely be most appropriate in leading Randall?



- Indicate below the reasons you believe the above leadership style would be appropriate:

CASE #5 Kelly Templeton

While Kelly Templeton has only been with the company for two years, she has steadily improved her skills and knowledge of the division. Her work is always completed on time (except when extenuating circumstances prevent it), and the quality of her work is above question. She is enthusiastic with her role and seems to genuinely enjoy the projects that come her way. Right now she is working on an assignment that is similar to one she completed a few months ago.

- How would you assess Kelly's level of competence?

☐

Low

☐

Medium

☐

High

- How would you assess Kelly's level of motivation?

☐

Low

☐

Medium

☐

High

- Which "style of leadership" would likely be best in leading Kelly?

Competence ↑	High	ALIENATED FOLLOWER PERSUASIVE Leader Style	MATURE FOLLOWER LAISSEZ-FAIRE Leader Style	☐ Instructive (teach, train) ☐ Participative (team, collaborate) ☐ Laissez-Faire (trust, empower)	
	Medium		CAPABLE FOLLOWER PARTICIPATIVE Leader Style	☐ Persuasive (turn, inspire) ☐ Authoritative (tell, manage)	
	Low	APATHETIC FOLLOWER AUTHORITATIVE Leader Style	NOVICE FOLLOWER INSTRUCTIVE Leader Style	NOTES:	
		Low	Medium	High	

Motivation →

- Indicate below the reasons you believe the above leadership style would be appropriate:

CASE #6 Karl Callahan

Three weeks ago Brenda Thompson made the decision to promote Karl Callahan to supervisor of a unit that reports to her. Her decision was based on Karl's solid performance as an individual contributor during the last eighteen months. During that time Karl made some excellent contributions and showed himself willing and capable of putting in the long hours often required of new supervisors. You have always been impressed with Karl's knowledge, technical "know how," and expertise. He is the best you've seen in working with function specific procedures and the technical aspects of the department. While Karl has been in his new role as supervisor for only a week, his team seems to be adjusting nicely to their new boss.

- How would you assess Karl's competence?

☐

Low

☐

Medium

☐

High

- How would you assess Karl's motivation?

☐

Low

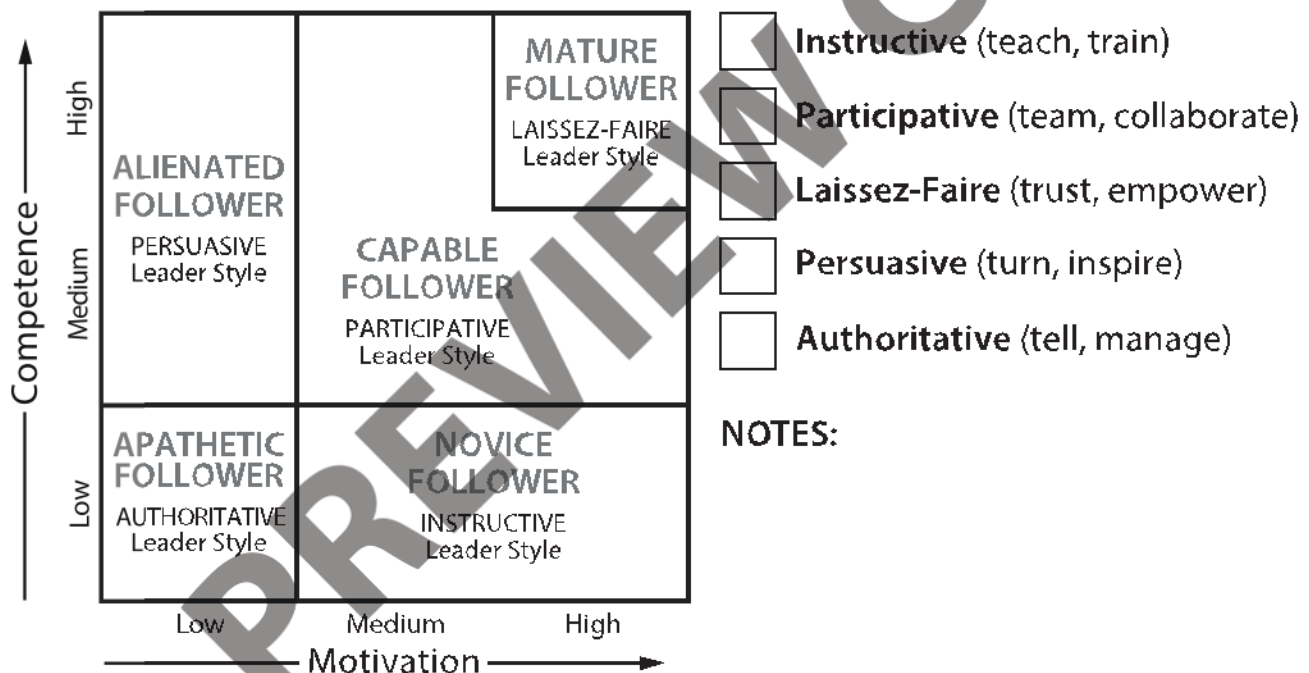
☐

Medium

☐

High

- Which "style of leadership" would likely be best for Karl?



- Indicate below the reasons you believe the above leadership style would be appropriate:

CASE #7 The New System

Endeavor Enterprises recently converted to an entirely new cloud-based, order management system that automates and manages the entire order lifecycle—from placement to fulfillment and returns. The old system, which had steadily become obsolete, has been completely replaced. Mike Alvarez, operations manager, isn't comfortable with the new system yet. It's confusing and he's never been very comfortable with highly technical stuff. His three employees—Beverly Stram, Phil Treland, and Paula Kypers—are going to have to learn the new system. All three were "gurus" of the old system, but now are relative novices. Bev sees the new system as a challenge and wants to quickly regain her "guru" status. Phil has been resistant to the change and is dragging his feet. Paula wants to make the transition as smooth as possible but seems a bit unsure how to proceed.

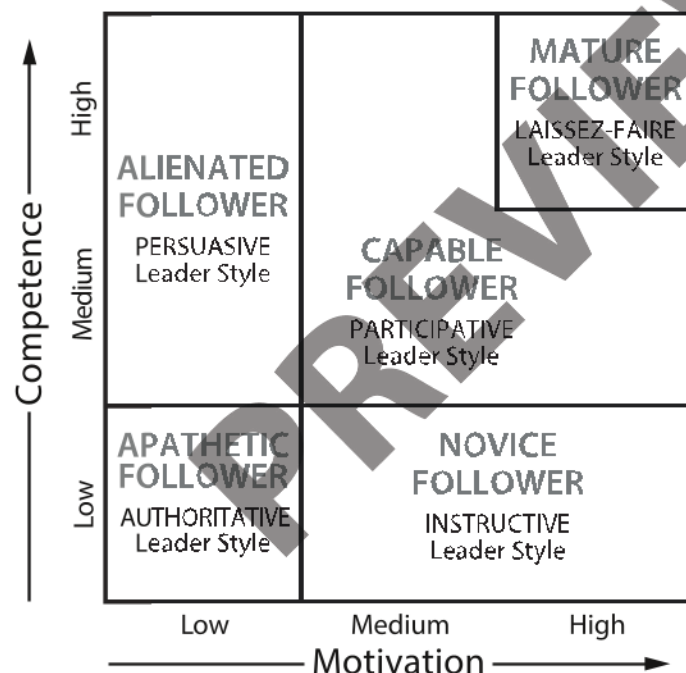
- How would you assess the competence of Mike's three employees?

Beverly: ☐ Low ☐ Medium ☐ High
Phil: ☐ Low ☐ Medium ☐ High
Paula: ☐ Low ☐ Medium ☐ High

- How would you assess their motivation?

Beverly: ☐ Low ☐ Medium ☐ High
Phil: ☐ Low ☐ Medium ☐ High
Paula: ☐ Low ☐ Medium ☐ High

- Which "style of leadership" would likely be best for each of the employees?



Beverly:

- ☐ Instructive (teach, train)
- ☐ Participative (team, collaborate)
- ☐ Laissez-Faire (trust, empower)
- ☐ Persuasive (turn, inspire)
- ☐ Authoritative (tell, manage)

Phil:

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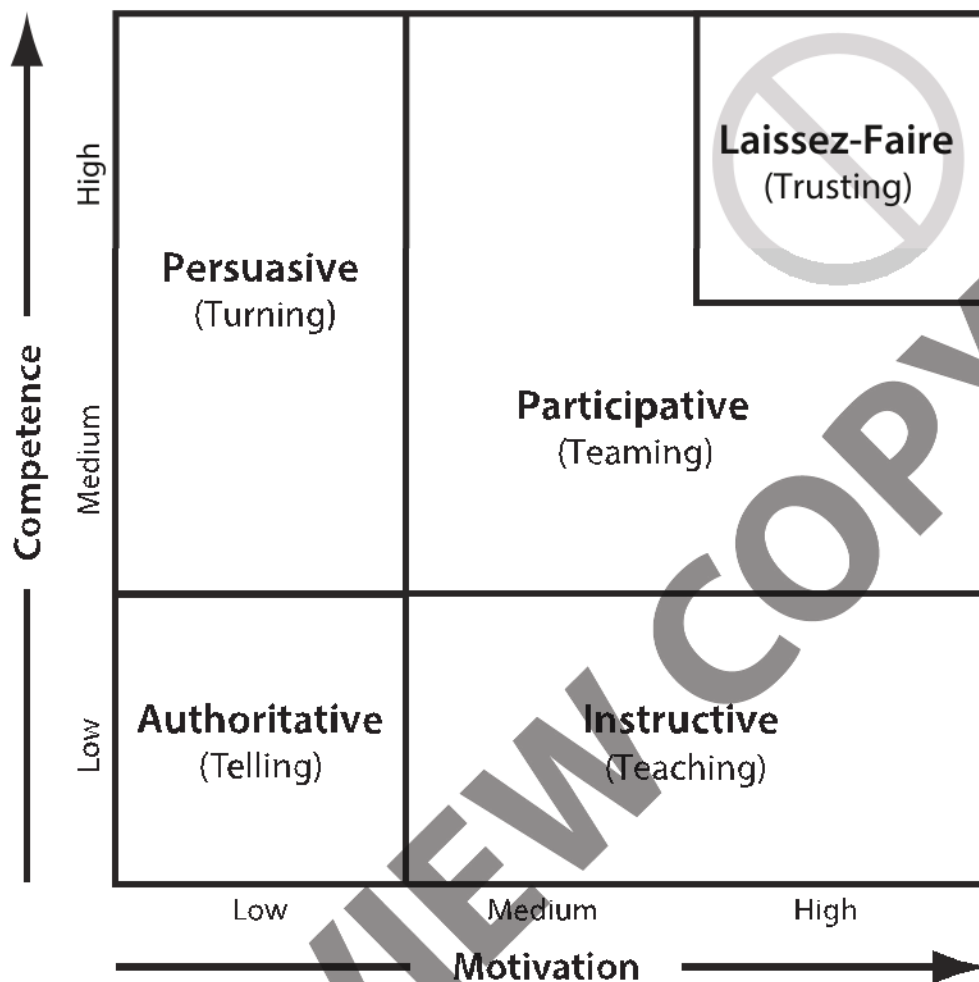
Paula:

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- ☐ Participative (team, collaborate)
- ☐ Laissez-Faire (trust, empower)
- ☐ Persuasive (turn, inspire)
- ☐ Authoritative (tell, manage)

- Indicate below the reasons you chose the leadership styles for each employee:

TASK RISK

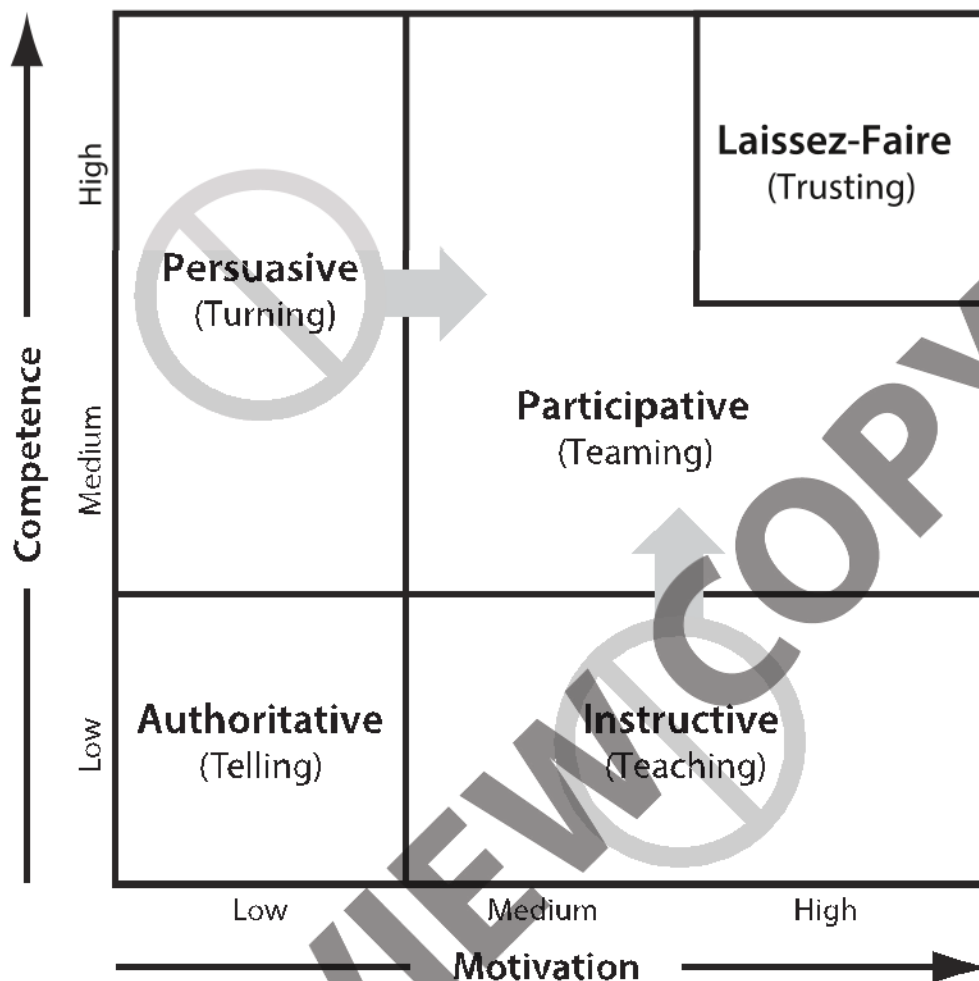
Be Cautious with Laissez-Faire



When assigning a “high impact task,” you should consider selecting a leadership style that allows you more control. For instance, if the competency and motivation of an employee suggest a laissez-faire style, a participative style may be more appropriate due to the task impact (political hot potatoes, projects closely watched by top management, etc.). So the employee is not demotivated by a more controlling style than usual, be sure to explain why you will be engaged with the project or task more closely.

LOW LEADER COMPETENCE/MOTIVATION

May Call for More Collaboration

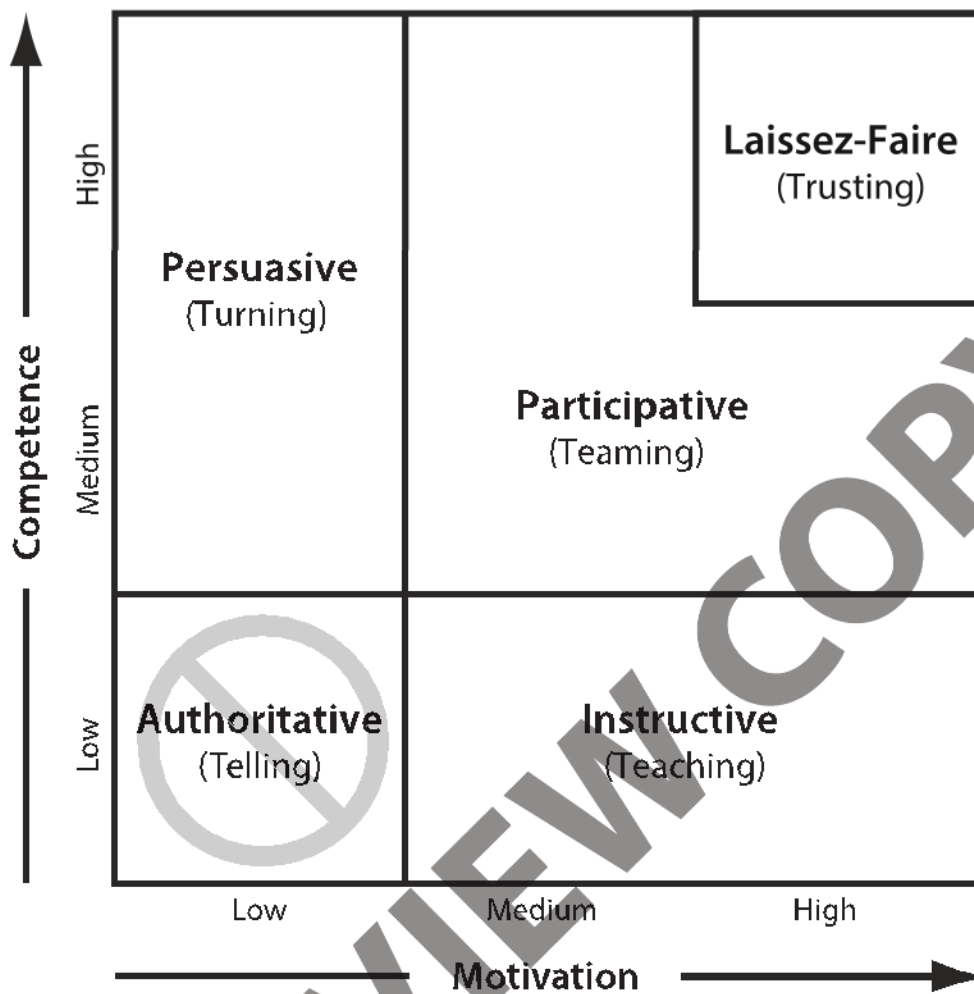


When projects or tasks are assigned and the leader does not have the competence necessary to instruct or coach an employee with low competence, then it may be appropriate to use a participative style of leadership instead of the prescribed instructive style. After all, how can a leader who has low competence provide instruction in a situation wherein he/she hasn't the requisite knowledge and skills? Another strategy in cases wherein the manager does not have the needed competence may be to bring in competence from some other source (e.g., training for the manager and his/her employees).

Also note if a manager has low motivation, he/she probably cannot convincingly use the Persuasive style of leadership. It's hard to convince others of a course of action you don't support.

MASSIVE CHANGE

Avoid Premature Use of an Authoritative Leader Style



During times of massive change there is apt to be some resistance on the part of employees. While such resistance may initially suggest an Authoritative style be used – after all, the employee may have low motivation because of the change (longing for a return to old ways) and likely has low competence) – such a style may be too harsh too soon. In times of massive change it may be, at least initially, more appropriate to take a more measured approach. Three strategies should be employed: 1) Try to persuade the individual of the need for the change by conveying the benefit, 2) make sure to provide the needed training and coaching to reduce the loss of competence associated with the change, and 3) collaborate with the employee on ways to make the change more palatable. In other words, a participative style of leadership by working together with employees to regain competence levels may be the best approach.

FOLLOWER MAPPING

Do an *overall* assessment of each member of your team. Keep in mind competence and motivation can be different for different assignments or projects.

<i>Employee Initials</i>	Competence Assessment of employee's <i>overall</i> competence. His/her job knowledge/skills ☐ High His/her applicable past experience ☐ Medium His/her ability to analyze/solve problems ☐ His/her understanding of the business ☐ Low	Motivation Assessment of employee's <i>overall</i> motivation. His/her achievement motivation ☐ High His/her ability to work independently ☐ Medium His/her persistence to complete work ☐ His/her enthusiasm/desire to work ☐ Low
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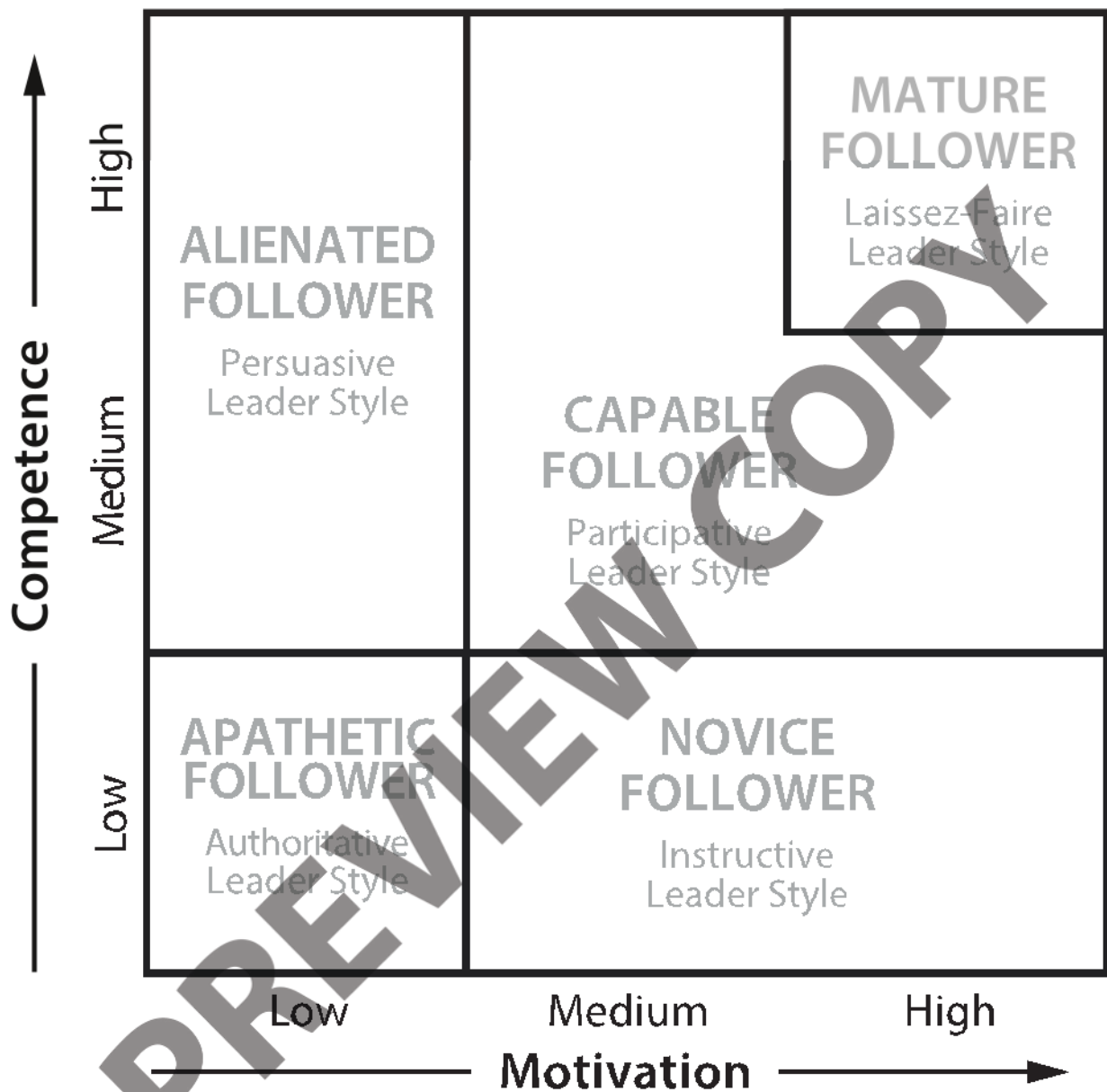
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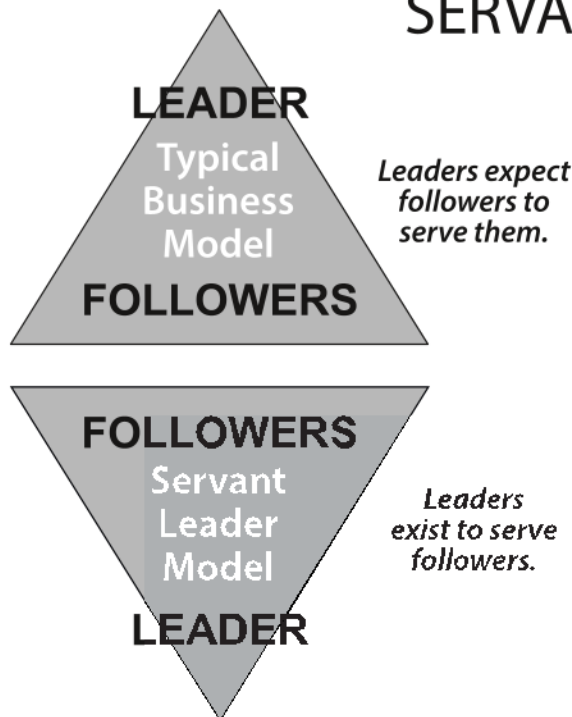
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FOLLOWER MAPPING

Now, using the initials of each employee, plot each of them on the Leadership Model below. This will give you an overview of your entire team and reveal why using different leader styles may be needed.



SERVANT LEADERSHIP



In 1970 Robert K. Greenleaf coined a new leadership term called “servant leadership.” The idea behind the concept is that *leaders exist to serve their followers*. Rather than the traditional, top-down hierarchy with followers serving the leaders above them, servant leadership inverts the typical business hierarchy with leaders putting followers above or ahead of themselves. Greenleaf went on to reveal how to identify a true servant leader. He said, “*The best test is this – do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, and more likely themselves to become servant leaders?*”

Some Key Questions to Ask Yourself

Here are some questions leaders should regularly ask themselves to gauge how effective they are as servant leaders:

1. Do people believe you're willing to sacrifice self-interest for the good of followers?
2. Do people believe you genuinely want to hear their ideas and value them?
3. Do people believe you know what's happening in their lives and how it affects them?
4. Do people come to you when something traumatic has happened to them?
5. Do others believe you have a strong awareness of what's going on?
6. Do others follow your lead because they *want to* or because they *have to*?
7. Do others communicate the vision for the future you've articulated when you're not around?
8. Do others have confidence in your ability to anticipate the future and its consequences?
9. Do others believe you're working to make a positive difference in the world?
10. Do people believe you're committed to helping them grow into servant leaders themselves?
11. Do people feel a strong sense of community in the group you lead?
12. Do you first solicit followers' suggestions *before* making decisions?

HOW TO LEAD USING THE 5 LEADERSHIP STYLES

Instructive Style for Novice Followers

(Teaching, Coaching)



For this employee you should use a leadership style characterized by coaching and training. Such a style has at its roots your own expertise and knowledge of the job. While highly motivated, this person hasn't the expertise and experience (competence) you have. As a result he/she will look to you for direction, counseling, and coaching, and will follow you if you reward his/her followership with insight into the requirements of the job. You should subtly make this employee aware of your extensive experience and knowledge and then willingly impart that knowledge by developing him/her. Such a leadership style is effective because you possess the competence to which this person aspires. Remember, your ability to influence and lead such an employee hinges on his/her recognition of your knowledge and expertise. Exert that influence.

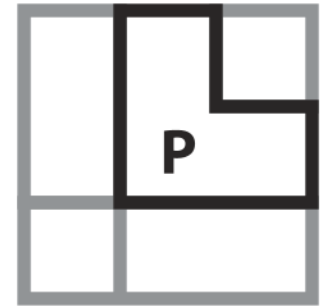
- **Key Phrases:** Let me show you, guide, assist, instruct, teach, prepare, explain.
- **Monitoring:** High

The following is a summary of the types of projects you should assign to this person. Also listed are the types of instructions you should give, the amount and type of controls you should use, and a sample statement you can use when attempting to convey this leadership style:

PROJECT TYPE	Simple initially then progressively harder as skills develop.
INSTRUCTIONS	Verbal with checklists and written instructions. On-the-job training with frequent opportunities to practice.
CONTROLS	Somewhat tight, looser as the person develops and gains confidence.
SAMPLE STATEMENT	<i>"Here's a task that's somewhat more difficult. Let me show you how it's done. I've got a couple of techniques to share. I've done quite a lot of these."</i>

Participative Style for Capable Followers

(Teaming, Collaborating)



For capable followers a participative style is likely most appropriate. This style is characterized by sharing control and/or decision making. This style is collaborative in nature. Too much control by you as a leader risks demotivating the individual. The intent here is to recognize the person's relatively high competence and motivation with more say in those things impacting him/her. You can be more trusting of this individual because his/her good sense (competence) and motivation to do what is appropriate. Relinquish control by reducing the amount of follow-up and monitoring of tasks or duties. Grant some independence and autonomy as a reward for his/her competency and zeal. Additionally seek this person's insight and advice – after-all, he/she is fairly competent and deserves involvement in decisions. Work *together* as a team in solving issues or in deciding how best to deal with challenges or setting direction. Avoid asserting positional authority by relying more on your informal influence. This is a difficult style, for leaders who are too controlling or who micromanage.

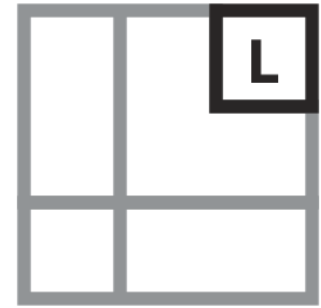
- **Key Phrases:** Let's work together, collaborate, team up, join, cooperate.
- **Monitoring:** Medium

The following is a summary of the types of projects you should assign to this person. Also listed are the types of instructions you should give, the amount and type of controls you should use, and a sample statement you can use when attempting to convey this leadership style:

PROJECT TYPE	Challenging, important, and meaningful. Opportunities for further growth
INSTRUCTIONS	Solicit ideas for how best to work <i>together</i> to get the project done. Act more as a peer than a boss.
CONTROLS	Loose and relatively infrequent because you're working together on the project.
SAMPLE STATEMENT	<i>"If we put our heads together we can hammer this out with high quality. What are your ideas for proceeding?"</i>

Laissez-Faire Style for Mature Followers

(Trusting, Empowering)



For this employee you should use a “hands off” leadership style. Such a style is characterized by deliberately abstaining from too much direction or interference by you into his/her responsibilities. You should communicate your willingness to assist as needed, but otherwise allow this person the freedom of choice and action. This delegating style recognizes this person’s high competence and motivation and rewards it with autonomy and independence. Your ability to keep control and monitoring to a minimum is critical in keeping this individual’s motivation at a high level. Stay out of this employee’s way. He/she possesses all the necessary ingredients for successfully completing the task or assignment. When it is necessary to monitor progress made by this employee, make sure you explain that your interest is not to intrude, but to simply keep informed.

- **Key Phrases:** I trust you, have confidence in you, will let you decide, give you autonomy.
- **Monitoring:** Low

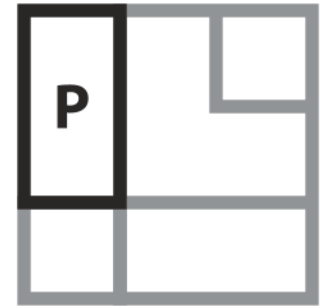
The following is a summary of the types of projects you should assign to this person. Also listed are the types of instructions you should give, the amount and type of controls you should use, and a sample statement you can use when attempting to convey this leadership style

:

PROJECT TYPE	Broad, challenging, new, and creative.
INSTRUCTIONS	General and expansive. Express the end result needed but not how to get there.
CONTROLS	Infrequent or non-existent. Turn loose to figure out how best to proceed.
SAMPLE STATEMENT	<i>“This project is yours. I trust your judgment. Take it and run. Let me know if you need any resources.”</i>

Persuasive Style for Alienated Followers

(Turning, Persuading)



For this employee use a persuasive leadership style. Such a leadership style will require you to inspire and motivate. Try not to resort to the use of positional authority to get compliance (at least not at first), but choose, rather, to persuade and convince through informal means. This employee is competent, but does not seem motivated to tackle the requirements of the project or task. Muster your best people skills and attempt to increase his/her motivation level. Lead by inspiration and charisma. Recognize and praise this employee's level of competence and constantly remind him/her of the crucial role he/she plays in the success of the department and the company. You may need to monitor this employee carefully to ensure he/she follows through on tasks to their successful completion. Try to assign projects that challenge and fully use this employee's talents. Use positive motivation first (praise) with this person if that fails then negative motivation by explaining consequences await if motivation doesn't improve.

- **Key Phrases:** You're capable, accomplished, qualified, talented, skillful, gifted.
- **Monitoring:** High, because motivation is low.

The following is a summary of the types of projects you should assign to this person. Also listed are the types of instructions you should give, the amount and type of controls you should use, and a sample statement you can use when attempting to convey this leadership style

:

PROJECT TYPE	Challenging and motivating. Tasks that provide a chance to shine.
INSTRUCTIONS	Verbal and encouraging. Express thanks for past excellent work. Start with positive reinforcement then negative.
CONTROLS	Tight with some monitoring designed to encourage. Praise progress.
SAMPLE STATEMENT	<i>"You're one of the best people for this job because of your experience and expertise. I'm counting on you. Make me proud."</i>

Authoritative Style for Apathetic Followers

(Telling, Managing)



This leadership style is characterized by exercising complete control over the follower and carefully monitoring tasks. "Tell" the follower exactly what needs doing and then continually check on progress to ensure the successful completion of tasks. Use your *formal* influence and your *informal* influence to try to "jump start" this unenthusiastic follower. Remind the follower of your authority and your willingness to take action if the follower's low competence and low motivation continue. This style is difficult and time consuming as it requires constant attention. Spell out the consequences of continued substandard performance. Break tasks into smaller more manageable parts and provide written instructions (documentation). Discipline is looming unless this follower improves. Try to *re-motivate* this follower. Find something to get his/her interest.

- **Key Phrases:** I will tell you, direct you, write down for you, monitor you, spell it out in detail.
- **Monitoring:** High

The following is a summary of the types of projects you should assign to this person. Also listed are the types of instructions you should give, the amount and type of controls you should use, and a sample statement you can use when attempting to convey this leadership style

PROJECT TYPE	Simple, non-complex Only parts of a larger task or project.
INSTRUCTIONS	Verbal and detailed written instructions. which will provide documentation. Demand quality and timeliness.
CONTROLS	Tight and frequent monitoring and checking on progress.
SAMPLE STATEMENT	<i>"Do this task first and get my approval before doing anything else. There will be consequences for poor quality or delays."</i>

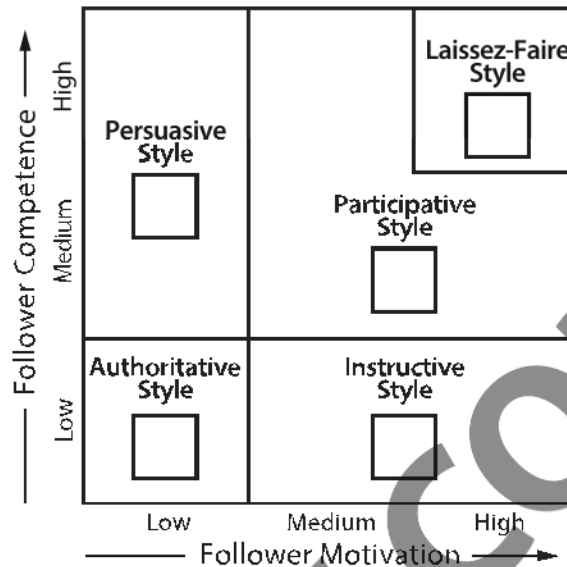
LEADERSHIP STYLE INVENTORY - SCORING

Transfer your ratings into the boxes below:

↓

☐	AUTHORITATIVE
☐	INSTRUCTIVE
☐	LAISSEZ-FAIRE
☐	PARTICIPATIVE
☐	PERSUASIVE
☐	AUTHORITATIVE
☐	INSTRUCTIVE
☐	LAISSEZ-FAIRE
☐	PARTICIPATIVE
☐	AUTHORITATIVE
☐	INSTRUCTIVE
☐	PARTICIPATIVE
☐	PERSUASIVE
☐	AUTHORITATIVE
☐	INSTRUCTIVE
☐	LAISSEZ-FAIRE
☐	PARTICIPATIVE
☐	INSTRUCTIVE
☐	LAISSEZ-FAIRE
☐	AUTHORITATIVE
☐	PERSUASIVE
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☐	PARTICIPATIVE
☐	LAISSEZ-FAIRE
☐	PERSUASIVE
☐	INSTRUCTIVE
☐	LAISSEZ-FAIRE
☐	AUTHORITATIVE
☐	PARTICIPATIVE

1. Transfer the ratings you gave each of the 35 items of the Leadership Style Inventory into the corresponding boxes in the left column.
2. Total the seven boxes labeled AUTHORITARIAN and place the total into the corresponding box on the Leadership Model below.
3. Do the same for the other four leadership styles.



The box(es) with the highest score(s) may indicate your default leadership style.

Instructive Style: This style is characterized by *training* and is an appropriate style to use when a follower's motivation is high, but competence is low. The intent is to develop the follower's competence by coaching, explaining, preparing and developing followers. This style may come across as belittling to those with higher levels of competence. As follower competence grows, this style should give way to a more participative style.

Participative Style: This style is characterized by *teaming* with followers to solve problems or make decisions. It's an appropriate style when a follower (or followers) have mid to high levels of motivation and relatively high competence. The leader collaborates with and is willing to listen to followers to not only get their insights but also to further develop their competence by increasing amounts of involvement in decisions.

Laissez-Faire Style: This style is characterized by *trusting* followers to take the initiative to produce high quality results. It rewards followers who have high competence and motivation with the freedom to make decisions and determine how best to proceed. It is inappropriate for those with mid to low levels of competence or those with low levels of motivation.

Persuasive Style: This style is characterized by *turning* around the follower. The leader attempts to motivate and energize followers by convincing them of value of the work being done. It is an appropriate style to use when a follower's competence is high, but motivation is low, however, it may come across as over-selling if used with those who already have high motivation.

Authoritative Style: The style is characterized by *telling*. The leader controls and closely monitors followers because their competence and motivation are both low. This style will demotivate capable and mature followers as it fails to consider their high levels of competence and motivation. Capable and mature followers have much to offer and should have a say in decision making.