

Leadership Challenges: The Age of Speed and Hustle

Leaders of not-for-profit organizations have never before been asked to operate at a faster pace, with more information and more challenges. Consider these numbers:

- 15,000
- .8
- 20
- 7
- 60
- 10,000,000
- 2.2
- 4

Leadership Challenges: Navigation

In your small group, discuss the greatest challenges you are experiencing in the Central New York community.

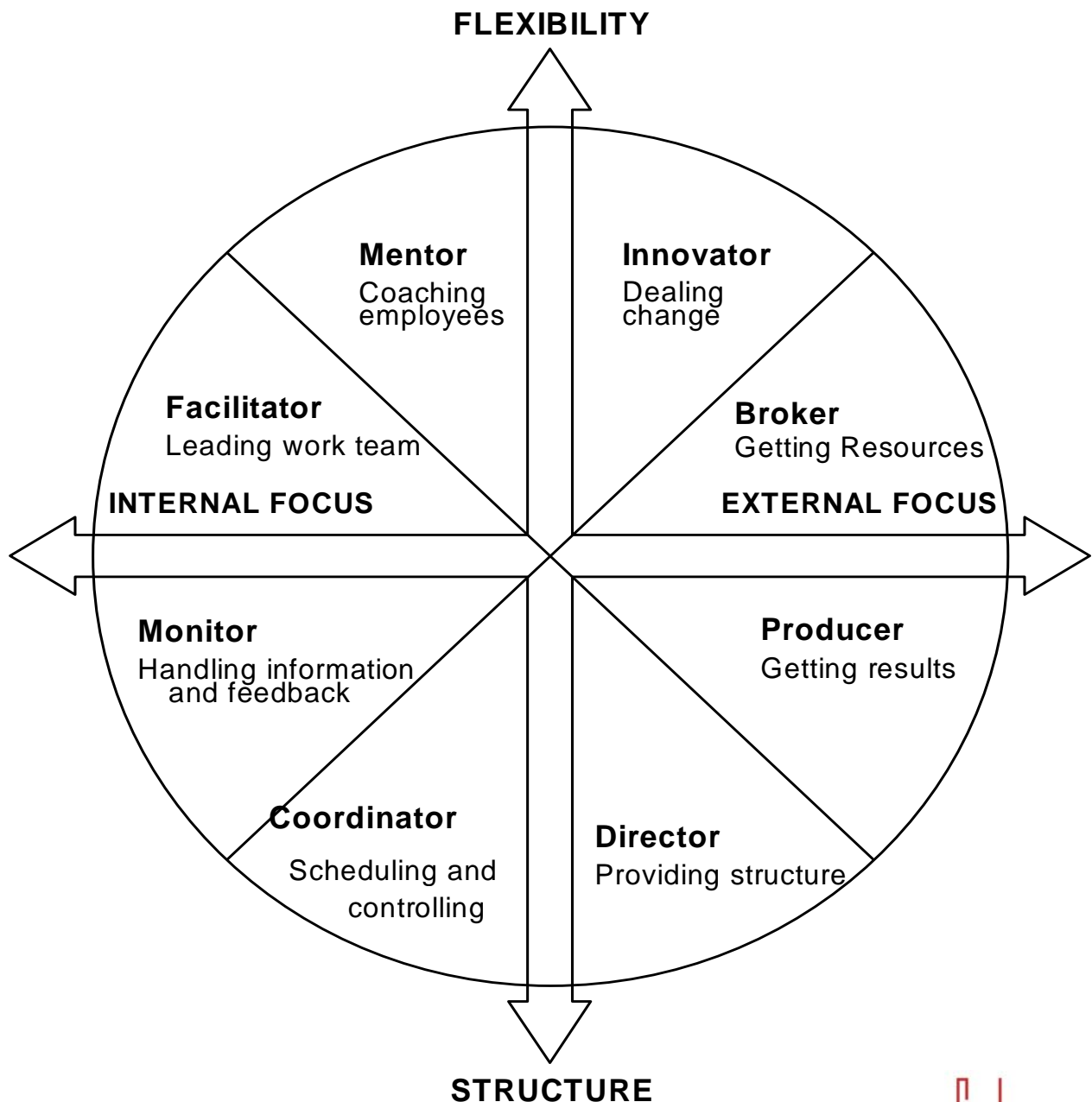
Consider:

- Funding
- Staffing
- Changing Client Need
- Infrastructure (buildings, equipment)
- Volunteers
- Regulation
- Competing for Resources
- Grant availability
- Workload
- _____
- _____
- _____
- _____
- _____
- _____

The issues you identify will fuel further discussions today.

Competing Values Framework: The Five Models

The Competing Values Framework (CVF) allows leaders to understand the background and thinking which are the foundation of various management philosophies. The CVF integrates four values, acknowledges the tension between opposing values, and emphasizes the importance of each. While all values are not equally important at all times, the model suggests leaders maintain a balance between the four to be most effective. We will discuss each model, asking you to have an awareness of each, and begin to consider which most closely fits your leadership style and philosophy, as well as the needs of your organization.



Rational Goal Model: Productivity and Profit

Henry Ford, the development of the Model T, and the assembly line popularized this approach to management.

Assumption: Clear bold goals provide direction that lead to high productivity

Emphasis: The goal, clarification and analysis of goals, and action toward goal achievement

The organization is expected to:

Act with economic rationality, i.e. always with its eye on the “bottom line”

The leader is:

To be a hard nosed director and producer

People:

Are either naturally achievement-motivated and aggressive or they must be driven by management to achieve.

Roles:

Product and Director

Internal Process Model: Control, Stability, and Continuity

Frederick Taylor’s Scientific Management concepts turned the focus inward to the internal work processes of the organization. Max Weber, the father of modern bureaucracy, and Henry Fayol are its chief formulators.

Assumption: Maintaining a routine will lead to stability

Emphasis: Process such as definition of responsibilities, measurement, documentation, record keeping

The organization is expected to:

Act as a hierarchy - adhering to rules, structures, traditions, efficiency.

The leader is:

To control, monitor, and coordinate

People:

Are motivated by rules, policies, guidelines, and appropriate rewards and punishments

Roles:

Monitor, Coordinator

Human Relations Model: Commitment, Cohesion, and Morale

The Hawthorne Studies (Elton Mayo) showing that attention given to employees can increase productivity fueled the fire advocating this model. Douglas McGregor's Theory X, Theory Y, and motivational theories that followed in the path were developed to focus on the people of the organization.

Assumption: Involvement results in commitment

Emphasis: Participation, conflict resolution, consensus building

The organization is expected to:

Act as a team, with high employee involvement

The leader is:

To take the role of a mentor, coach, and facilitator

People:

Want to and will perform well given the right environment and encouragement

Roles:

Mentor, Facilitator

Open Systems Model: Adaptability and External Support

In the 1960's, organizational development theorists (Katz & Kahn; Lawrence & Lorsch) realized that an organization is very influenced by its environment and must take that environment into account (i.e. no matter how clear the destination, how ready the ship, and right the crew – ill winds can still ruin a trip.)

Assumption: Continual adaptation and innovation lead to acquiring and keeping necessary external resources

Emphasis: Political adaptability, creative problem solving, innovation, and management of change

The organization is expected to:

Operate in a high-risk, fast-paced, innovative climate, and to rely on vision and shared values

The leader is: To be highly adaptable, an innovator and broker

People:

Thrive on challenge, move from project to project as needed, and must watch for burn-out

Roles:

Innovator, Broker

Quality Model: Customer Service and Continuous Improvement

The focus on continuous improvement (CI) through the use of statistical processes and measurement tools began after WWII (Deming, Juran, and Crosby). Total Quality Management (TQM) refers to the integrated management model emphasizing the principle of meeting customer requirements through CI.

Assumption: Quality can be continually improved by attention to customer requirements by all employees and adding value at each stage of the service or product cycle

Emphasis: Customer service, employee empowerment, continuous improvement, best practices

The organization is expected to:

Use tools of measurement and analysis, a team approach to problem solving, benchmarking, multi-level/multi-function teams, and high communication and contact with suppliers as well as customers

The leader is: To facilitate quality processes

People: Want to do the best job they can, have something of value to contribute, and want to be part of a quality organization

Roles: Producer, Director, Coordinator, Monitor, Facilitator, Mentor, Innovator, Broker

Exercise

Consider your organization as you answer the following questions:

In what quadrant(s) of the CVF does your organization primarily operate? Why?

Is this quadrant in agreement with organization goals and client need?

In what quadrant(s) do your greatest strengths lie?

What quadrant(s) do you think need to be developed the most to meet future needs?

Generations and Leadership

The Competing Values Framework offers an interesting evolution of leadership styles, and presents the opportunity to use and blend the quadrants as needed to fit the organizational needs.

But no study of leadership is complete without understanding how the followers fit into the equation, and how the quadrants born in their “eras” impact their wants and expectations.

Consider:

Four Generations in the Workplace

Traditionalists: Born before 1946	10% of the current workplace
Baby Boomers: 1946 – 1964	44% of the current workplace
Generation X: 1965 – 1981	34% of the current workplace
Generation Y: 1981 – 2001	12% of the current workplace
(Generation Z: >2001)	(they’re not here yet!)

Traditionalists...

“The satisfaction of a job well done.”

- Work itself is the reward
- Organizational loyalty
- Tacit knowledge
- Recognition is appreciated
- Flexible schedule

On Leadership

Capacity to delegate

Directive style

“Organization men”

Hierarchy

Authority

“Get the job done”

Baby Boomers...

“Money, title, recognition, the corner office.”

- More dual income families: enjoy spending
- Sandwich generation
- Opportunity for promotion
- Perks
- Exciting projects
- Want to do great things: make a difference to society
- Time

On Leadership

Individualistic

Self expression

Collegial

Lots of communication

Upside down hierarchies

Coaching opportunities

Generation Xers...

“Freedom is the ultimate reward.”

- Freedom and balance as big rewards.
- Uncertain workplace: rewards now
- Transferable/portable retirement
- Relaxed dress codes
- Open office designs
- Flexibility

On Leadership

Change agency

Fairness

Competence

Love for Change

“Work to live”

Egalitarianism over authority

Millenials / Generation Y / Nexters...

“Work that has meaning for me.”

- Tangible rewards
- Gift certificates, retail discounts, free meals
- Fun environment with their peers
- Bosses they can relate to
- Being allowed to help make decisions
- Optimism, confidence
- Street smarts

On Leadership

Team approaches

Societal goals

Collective action

Will to achieve

Clear direction and structure

Exercise

Consider the leadership needs of the people in your organization.

What does each generation “bring to the party” at your organization?

Do you see different generations responding to the different quadrants?

Or is it more individualized?

Do you make an effort to meet the needs of and *cultivate* those of different generations in your organization? How?

And now, back to you...

Spend a few moments looking at the framework. With a partner or individually, consider the following questions:

Where do *your* strengths lie?

What strengths do you possess as you look at yourself and your fellow leaders?

What do you need to develop?

For yourself?

For your organization?

Competing Values Framework: Leadership Assessment

The self-assessment instrument will help you identify your strengths and development opportunities within the roles of the Competing Values Framework.

This section outlines eight skill groups necessary for leaders in any organization. Within each group, please assess the strength of your ability. Then rate those skills 1 through 5, so that 1= low ability and 5=high ability. Circle the number that best reflects your personal assessment for each of the following questions.

Skill Group I – Personal Productivity: Producer

These skills focus on task orientation, motivation, energy, and personal drive.

	Low			High	
Solving problems logically	1	2	3	4	5
Maintaining personal vitality at work	1	2	3	4	5
Managing time and organizing yourself	1	2	3	4	5
Managing stress	1	2	3	4	5
Coping with mistakes, failure, and other personal crises	1	2	3	4	5
Doing the tasks you would rather avoid	1	2	3	4	5
Handling conflicting expectations	1	2	3	4	5
Making decisions under pressure	1	2	3	4	5

Total:

Skill Group II – Providing Direction to Others: Director

These skills focus on processes such as planning and goal setting, defining problems, selecting alternatives, establishing objectives, defining roles and tasks, generating rules and policies, evaluating performance and giving instruction.

	Low			High	
Providing effective criticism	1	2	3	4	5
Enforcing work rules	1	2	3	4	5
Being decisive	1	2	3	4	5
Planning and goal setting	1	2	3	4	5
Delegating effectively	1	2	3	4	5
Motivating others	1	2	3	4	5
Giving clear directions	1	2	3	4	5
Initiating projects or actions	1	2	3	4	5

Total:

Skill Group III – Coordination and Control: Coordinator

These skills focus on maintaining structure and the work flow of the system through scheduling, organizing, and coordinating.

	Low			High	
Budgeting time and people	1	2	3	4	5
Using administrative procedures and controls	1	2	3	4	5
Matching tasks and resources	1	2	3	4	5
Analyzing tasks and assigning job responsibilities	1	2	3	4	5
Scheduling people and tasks	1	2	3	4	5
Avoiding distribution of the work flow	1	2	3	4	5
Using charts and graphs	1	2	3	4	5
Maintaining standards	1	2	3	4	5

Total:

Skill Group IV – Managing Information: Monitor

These skills focus on managing information and answering detailed questions about the department's work. These skills include being well-informed about policies and procedures and understanding how the department functions.

	Low				High
Thinking critically	1	2	3	4	5
Handling routine information	1	2	3	4	5
Writing memos, reports, and other documents	1	2	3	4	5
Interpreting technical, financial, or statistical reports	1	2	3	4	5
Working with numbers	1	2	3	4	5
Making progress reports	1	2	3	4	5
Handling information overload	1	2	3	4	5
Giving performance feedback	1	2	3	4	5

Total:

Skill Group V – Working with Groups: Facilitator

These skills focus on fostering collective effort, building cohesion and teamwork, and managing interpersonal conflict.

	Low				High
Building teamwork	1	2	3	4	5
Managing conflict	1	2	3	4	5
Using participative decision making	1	2	3	4	5
Identifying and resolving problems with group's behavior	1	2	3	4	5
Conducting meetings effectively	1	2	3	4	5
Training and coaching	1	2	3	4	5
Valuing diversity among group members	1	2	3	4	5
Building consensus	1	2	3	4	5

Total:

Skill Group VI – Working with People: Mentor

These skills focus on the leader's ability to be open and approachable and to engage in the development of employees through caring and empathy.

	Low					High
Feeling sensitivity and concern for others	1	2	3	4	5	
Counseling, interviewing, and active listening	1	2	3	4	5	
Helping employees with career planning and development	1	2	3	4	5	
Doing performance appraisal and feedback	1	2	3	4	5	
Working with employee behavior problems	1	2	3	4	5	
Using informal rewards and incentives	1	2	3	4	5	
Using techniques to improve behavior	1	2	3	4	5	
Understanding non-verbal communication	1	2	3	4	5	

Total:

Skill Group VII – Innovation and Change: Innovator

These skills focus on the ability to handle, adapt to, and manage change, to minimize uncertainty by monitoring information in the external environment, and to conceptualize and project needed changes in the department.

	Low					High
Thinking positively at work	1	2	3	4	5	
Thinking creatively	1	2	3	4	5	
Taking risks: knowing when and why	1	2	3	4	5	
Fostering a creative work climate	1	2	3	4	5	
Coping with ambiguity and delay	1	2	3	4	5	
Understanding new trends in office technology	1	2	3	4	5	
Implementing automation in the department	1	2	3	4	5	
Adapting best practices and processes to your department	1	2	3	4	5	

Total:

Skill Group VIII – Using Power Effectively: Broker

These skills focus on maintaining external legitimacy, meeting with people outside the department or organization, acting as a liaison and spokesperson, and acquiring increased resources.

	Low			High	
Selling ideas through persuasive presentations	1	2	3	4	5
Bargaining, negotiating, and effective confrontation	1	2	3	4	5
Using leadership influence appropriately	1	2	3	4	5
Influencing higher-ups and peers	1	2	3	4	5
Building coalitions and networks	1	2	3	4	5
Recognizing symbols and cultures in organizations	1	2	3	4	5
Representing the organization to outsiders	1	2	3	4	5
Obtaining and using appropriate external resources	1	2	3	4	5

Total:

Assessment Scoring

For each skill group, transfer the total numbers from each skill group to this area.

Skill Area:	Score:
Personal productivity: Producer	_____
Providing direction to others: Director	_____
Coordination and control: Coordinator	_____
Managing information: Monitor	_____
Working with groups: Facilitator	_____
Working with people: Mentor	_____
Innovation and change: Innovator	_____
Using power effectively: Broker	_____

Drawing Your Profile:

Beginning with the producer role, transfer your score for each skill group to the figure on the following page. For example, if your total score for producer is 26, on the line marked "Producer," make a mark one quarter of the way out from the circle labeled "24." Repeat the process for the remaining seven roles.

Ranking the Roles:

You may also find it helpful to look at the roles in order of your strengths. Arrange the roles according to your scores, from highest to lowest:

Strength:	Score:	Role:
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____

Development Opportunity

5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____

Leadership Assessment: Your Profile

