Leading the Curriculum/Program Development Process

What type of leader are you?
What are your beliefs in people?

McGregor’s Theory X - Theory Y

Are people generally capable?
Can they be trusted to do a good job?
Will they want to do a good job?
Are they capable of doing a good job?
How much supervision and oversight do people require?
How do you run meetings?
(concern for people or task)
Blake and Mouton Managerial Grid

1,9 country club
5,5 middle-of-the-road
1,1 impoverished
9,1 produce or perish
9,9 team
What leadership style will you use when working with colleagues on curricular/program issues?

Max Weber -- Authority types

French and Raven -- Sources of supervisory power (social power)

Burns – Transactional, Laissez Faire, Transformational
Max Weber’s Authority Types

**Traditional** -- authority base legitimized by tradition, divine right of kings, etc. Examples: patriarchal businesses, paternalistic schools.

**Charismatic** -- leader is inspired by supernatural powers

**Legal-Rational** -- authority based on laws

**(Plus) Professional** -- authority guided by professional rules, codes of ethics

http://danawilliams2.tripod.com/authority.html
French & Raven’s Sources of Supervisory Power

**Reward** -- power based on ability to reward (ie. pay increases, favors, better equipment)

**Coercive** -- power based on ability to punish

**Expert** -- power based on expert abilities as perceived by others (others respect the leader’s abilities)

**Referent** -- power based on respect/admiration

**Legitimate** -- power based on office held

http://www.valuebasedmanagement.net/methods_french_raven_bases_social_power.html
Transactional – Laissez Faire – Transformative Leadership (Burns)

**Transactional Leadership**
Contingent on Reward (you do this to get this)
Management by Exception (corrective criticism, negative feedback, negative reinforcement)

**Laissez Faire Leadership**
Hands-off, let things ride
Non-management, non-involvement

**Transformative Leadership**
People engage with one another, a connection is created that raises the level of motivation and morality in both the leader and follower
Four factors:
1. Idealized influence, charisma - followers identify with leaders and want to emulate them
2. Inspirational motivation - high expectations motivate others to be committed, use symbols and emotional appeals to focus group members, team spirit fostered
3. Intellectual stimulation stimulates followers to be creative and innovative, to challenge own beliefs and values as well as those of the leader and organization
4. Individual consideration – listen carefully to needs of individual followers, leader acts as coach and advisor, use delegation to help followers follow through with personal challenges
What type of leadership works in your org?

What type will you employ?

Max Weber’s Authority Types
- Traditional
- Charismatic
- Legal-rational
- Professional

French & Raven’s Sources of Supervisory Power
- Reward
- Coercive
- Expert
- Referent (respect)
- Legitimate

Burns’ Leadership Types
- Transactional
- Laissez Faire
- Transformational
But wait, there are more leadership theories that can guide our actions....

Take the time to figure out what makes everyone (yourself included) work best!
How much support/direction do you give committee members? Do you support all teams/individuals in the same way? Consider team members’ competencies and commitment and respond accordingly.

Situational Leadership (Hersey, Blanchard)

<table>
<thead>
<tr>
<th>Supportive Behavior</th>
<th>A lot</th>
<th>Little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting</td>
<td>S3</td>
<td>S4</td>
</tr>
<tr>
<td>For people with:</td>
<td>S3</td>
<td>S4</td>
</tr>
<tr>
<td>High Competence</td>
<td>S3</td>
<td>S4</td>
</tr>
<tr>
<td>Var. Commitment</td>
<td>S3</td>
<td>S4</td>
</tr>
<tr>
<td>Coaching</td>
<td>S2</td>
<td>S1</td>
</tr>
<tr>
<td>For people with:</td>
<td>S2</td>
<td>S1</td>
</tr>
<tr>
<td>Some Competence</td>
<td>S2</td>
<td>S1</td>
</tr>
<tr>
<td>Some Commitment</td>
<td>S2</td>
<td>S1</td>
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<tr>
<td>Delegating</td>
<td>S4</td>
<td>S1</td>
</tr>
<tr>
<td>For people with:</td>
<td>S4</td>
<td>S1</td>
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<tr>
<td>High Competence</td>
<td>S4</td>
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<tr>
<td>High Commitment</td>
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<td>S1</td>
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<tr>
<td>Directing</td>
<td>S1</td>
<td>S4</td>
</tr>
<tr>
<td>For people with:</td>
<td>S1</td>
<td>S4</td>
</tr>
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<td>Low Competence</td>
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</tr>
</tbody>
</table>

S1 – Tell & show how to do job
S2 – Monitor job, tell doing well, encourage
S3 – Reduce monitoring, keep encouraging
S4 – Reduce monitoring, reduce warm fuzzies

http://www.12manage.com/methods_blanchard_situational_leadership.html
When making decisions, how much input do you seek? How much input do you like to give when you are the follower? To what degree do you allow the team to make decisions? Consider the...

Zone of Indifference

Bridges (1967)

Increases — Zone of Indifference — Decreases

Use of authority by the leader

Leader makes a decision and announces it. Leader sells decision. Leader presents ideas and invites questions. Leader presents tentative decision subject to change. Leader presents problem, gets ideas from teachers, and makes decision. Leader defines limits; asks teachers to make decision. Leader permits teachers to make decisions within or as defined by agreed upon goals and objectives.

http://course1.winona.edu/lgray/el756/zoneIndif.html
We all have needs. Each lower level needs to be met before we can move up but we can slide back down at any time, especially in times of stress. Tell a time when you were at each level.

http://changingminds.org/explanations/needs/maslow.htm
Herzberg’s Motivation – Hygiene Factors

• What makes you want to work harder?
• What do you expect from work?
• Does everyone want/expect the same thing?

Hygiene factors are merely a launch pad, when damaged or undermined we have no platform, but in themselves they do not motivate.

http://www.businessballs.com/herzberg.htm
Lastly, working with a team isn’t always easy.

• How do you handle conflict?
• What are the keys to collaboration?
Avoiding – withdraw to avoid conflict
Accommodating – maintain relationships at any cost
Compromising – consensus vital, movement is necessary but destination is not
Competing – must have personal goals realized, win-lose strategies, willing to sacrifice others to realize personal goals
Collaborating – differences are natural and good, views can be integrated
Principles of Collaboration
David Straus
How to Make Collaboration Work

- Stakeholder involvement
- Consensus building
- Process design
- Facilitation
- Group memory
Stakeholders

• What are they?
• Why are they important?
• How do you identify them?
• How do you involve them?
• What should be their roles/responsibilities?
• What are the consequences for non-involvement?
Stakeholders
Who should you involve?

• Those with formal power to make a decision
• Those with power to block a decision
• Those affected by the decision
• Those with relevant information or expertise
How do you build consensus?

Phase by phase!!
All must be in the same phase, at the same time, if the process is to work

1. Perception
2. Definition
3. Analysis
4. Generation of Alternatives
5. Evaluation
6. Decision Making
Attend to Process Design
Pathways to Action Model

Process Design space

Vision space

Solution space

Problem space

Implementation space

Agenda Planning
You can only be in only one space at a time
Figure out your desired outcomes/what you want to achieve in the meeting
Facilitation: Meeting Roles & Responsibilities

- Facilitator
- Recorder
- Manager/chairperson
- Participant

Interaction Method -- Shared Responsibility

*Everyone in the meeting shares responsibility for making sure that everyone stays in role, thereby ensuring individuals don’t overstep their function and manipulate the group.*
Group Memory

- We can only remember so much (7-10 items, give or take a couple). By using a paper to record group memory, we can see what we have said and then move on.
What type of leader are you?
What type of leader do you hope to become?
What type of leader is most successful in your workplace?