**CHAPTER 2**

**Leading Today’s Diverse Workforce**

**Outline**

**I. What is Leadership?**

**A. Introduction**

1. Your team must accomplish its goals, and since it is people who do the work, execution requires leadership.

**B. Defining leadership**

1. Leadership means influencing someone to work willingly toward a predetermined objective.

**C. Studying leadership**

1. Effective supervisory leadership reflects a balance of (1) traits and skills; (2) how you act; and (3) right for the situation.

**II. Basic Theories of Leadership**

**A. Introduction**

1. The three main scientific approaches to studying leadership focus on leader’s traits, skills, behavior, and situation.

**B. It’s who you are: the leader’s traits**

1. Early leadership researchers thought that great leaders were born not made.

2. Professor Ralph Stogdill reviewed 163 studies of leadership traits: Table 2.1 summarizes these leadership traits.

3. Research supports that there are certain core traits which contribute to business leaders’ success, including:

a) Leaders have drive

b) Leaders are motivated to lead

c) Leaders are honest

d) Leaders have self-confidence

e) Leaders have cognitive ability

f) Leaders know business

**C. Do you have the clout? Power? Leadership?**

1. A leader without power is really not a leader at all, since he or she has no chance of influencing anyone to do anything.

2. Sources of power derive from several sources:

a) Formal position-chain of command

b) Reward-those who do well

c) Punish-those who do not do well

d) Expert-authority on a topic

e) Referent-personal charisma

3. Do not ignore your followers—supervisors only have as much power as their followers grant them.

4. Command and control-The leadership approach to leading self-managing teams represents coaching and convincing subordinates which is more than simply telling them what to do.

**D. It’s how you behave: leader behaviors**

1. Research studies assume that leaders perform two main functions—accomplish the task and satisfying followers’ needs. The leader’s behaviors are both task-oriented (what they must do) and social- or people-oriented (reducing tension and boosting morale).

a) The Ohio State studies: Two leadership styles are measured including consideration (the leader is friendly and approachable) and initiating structure (work is organized by defining roles and channels of communication). Conclusions of the research state that it usually is a balance of styles which work best and that the leadership style that is right for one situation might be wrong for another.

b) The University of Michigan studies: Two leadership styles are identified including employee-oriented leaders (focus on building good interpersonal relationships) and job centered leaders (focus on production and the job’s technical aspects.

c) The Level 5 Leadership Style: Level 5 leadership is a blend of personal humility and professional will. Level 5 leaders are modest, calm, and willing to take the blame but also exhibit an unwavering resolve to do what is required to get the job done.

d) Leadership style and emotional intelligence: People who score high on emotional intelligence act self-confident, trustworthy, culturally sensitive, and persuasive.

2. Transformational leadership-those leaders who bring about “change, innovation, and entrepreneurship.” They recognize the need for revitalization, create a new vision, and institutionalize change. Behaviors exhibited include: charismatic, inspirational, considerate, and stimulating.

**E. Adapting your style to the situation**

1. Situational leadership theories-leadership traits and styles that might be right for one situation may backfire in another. Also, leaders can exhibit more than one style.

a) Fiedlers Contingency Theory of Leadership: This theory determines whether the people-oriented style or the task-oriented style is best for the situation. This is determined by leader position power, task structure, and leader-member relations.

b) Path-goal leadership theory: This theory is based on whether a person will be motivated, depending on whether the person believes he or she can accomplish a task, and on whether he or she desires to do so. Four leadership styles are identified including: (1) directive leadership; (2) supportive leadership; (3) participative leadership; and (4) achievement-oriented leadership.

c) Substitutes for leadership theory: This theory states that various characteristics of the subordinates, the task, and the organization may either (1) substitute for (render unnecessary) leadership action or neutralize (prevent) the leader’s best efforts. See Tables 2.3.

**III. Translating Leadership Theory into Practice**

**A. Introduction**

1. Two famous “integrative leadership theories” tie together the trait, behavior, and contingency approaches.

a) Vroom-jago-yetton model: Since there are different degrees of participation, this model lets you assess a situation and decide how participative to be. Their technique consists of three components: (1) a set of management decision styles; (2) a set of diagnostic questions; and (3) a decision tree for identifying how much participation the situation calls for.

b) The Hersey-Blanchard situational leadership model: This model aims to provide a practical way for a leader to decide how to adapt his or her style to the task. The four leadership styles are:

1. Delegating style

2. Participating style

3. Selling style

4. Telling style

(See figure 2-9)

**B. How to improve your leadership skills**

1. Skill 1-Decide if you are ready to be a leader.

2. Skill 2-Fit your style to the situation.

3. Skill 3-Pick the right leadership situation.

4. Skill 4-Build your power base.

5. Skill 5-Exercise better judgment.

6. Skill 6-Improve your other leadership traits and skills.

**IV. Special Leadership Skills for Leading a Diverse Workforce**

**A. Introduction**

1. Managing diversity means maximizing diversity’s potential advantages while minimizing the potential barriers such as bias.

**B. Are you adjusting to individual differences?**

1. Never forget that your supervisory actions may trigger different reactions.

**C. Develop your “multicultural consciousness”**

1. Being sensitive to and adapting to individual cultural differences is easier said than done. Here are some steps suggested to keep moving toward the goal of developing a diversity consciousness:

a) Take an active role in educating yourself.

b) Put yourself in a learning mode in any multicultural setting.

c) Move beyond your personal comfort zone.

d) Do not be too hard on yourself if misunderstandings arise.

e) Realize that you are not alone.

**D. Ask: are you really treating everyone equally?**

1. The leader-member exchange theory says leaders tend to adapt their styles to the quality of the relationship between the leader and the subordinate.

2. Encourage inclusiveness on an interpersonal level, work hard to facilitate communication, and participate among your employees.

3. Actively integrate immigrants into your team

a) Language barriers and differences in culture are challenges that must be overcome.

b) Make sure all immigrants you employ are legal, and make sure that the employee gets off on the right track. Also, watch for any warning signs of prejudice.

**ANSWERS TO REVIEW AND DISCUSSION QUESTIONS**

**1. What is leadership?**

**Answer:** Leadership is influencing someone to work willingly toward a predetermined objective.

**2. Rank (6) high to (1) low the leadership traits discussed in Chapter 2 in order of their importance. Discuss why you ranked them as you did, by illustrating how specific public figures exhibit such traits or could benefit from having more of such traits.**

**Answer:** Answers to this question will vary and are a basis for good discussion. Core traits which will usually rank high will be: leaders have drive, leaders are motivated to lead, leaders have self-confidence, and leaders know the business.

**3. How effective can a leader (supervisor) be without a power base to influence people? Why?**

**Answer:** A leader without a power base is really not a leader at all and has no chance of influencing anyone to do anything.

**4. Using your knowledge of the studies of leadership behavior, give examples of how leaders such as George W. Bush or Barack Obama seem to use various styles in order to move people in the desired direction?**

**Answer:** Researchers have spent years trying to explain how a leader’s behavior relates to his or her effectiveness. Leaders, who are successful, perform two main functions: accomplishing the task and satisfying followers’ needs.

**5. Name and briefly describe the effects of five individuals who have demonstrated transformational leadership.**

**Answer:** Individuals who have demonstrated transformational leadership may include: Martin Luther King, Jr., Billy Graham, Oral Roberts, Jim Jones, Bill Clinton, the Pope, Michael Jordan, Donald Trump, and others.

**6. Give an example to show how you could apply situational leadership theories at work or when engaged in some non-work activity with friends.**

**Answer:** Fitting the leadership style to the situation: directive style to subordinate who expects direct guidance; supportive style to subordinate who lacks self-confidence; and participative style to subordinate who wants to make his/her own decisions.

**7. Why do you think delegating such an important part of the situational leadership model?**

**Answer:** When applying the situational leadership model, depending on the leadership style used, the delegation of authority is important to carry out the assignment.

**8. List and briefly discuss the four fundamental guidelines to keep in mind when supervising a diverse workforce.**

**Answer:** (1) Ask: Are you adjusting to individual differences?-supervisory actions may trigger different reactions; (2) Develop your “multi-cultural” consciousness-take an active role in educating yourself; (3) Ask: Are you really treating everyone equally?-you may treat people who are not similar to you differently than you treat others; (4) Actively integrate immigrants into your team-work diligently to welcome immigrants to your team.

**CASE STUDY 1**

**Just Promoted - Born to Lead?**

1. Joe does a poor job in exhibiting the core traits discussed in this chapter. Joe can’t lead when he is doing the job himself. He seems not to have the self-confidence needed to contribute to his success as a supervisor. He may know the business well, but most likely lacks the “cognitive ability” to make good decisions.

2. Joe is not monitoring his workers. If he were, they would not be standing around when he returned to the job. Putting work before personal problems of his workers, indicates that the interpersonal facet of his job is not being covered.

3. When you take a good working off the line and say to them “now you’re a supervisor,” that does not mean for sure that they are a good leader. Companies must be very careful when they promote within, to orientate line workers to what a job in management involves.

4. Strong points:

* Has participated in executing decisions
* Knows the workers personally
* Knows the company and the jobs to be done
* Can schedule work

Weak points:

* Little knowledge of company policies
* Problems with making decisions
* Must lead- not run machines
* Does not care about worker personal problems
* Can not motivate workers effectively

5. Joe could profit from:

* A better orientation to his new job
* A current job description including his duties
* Study of company policies dealing with discrimination
* Attending a university course in supervision

**ANSWER TO EXPERIENTIAL EXERCISE #1**

1. Supervising comes down to executing. Your team must accomplish its goals, and execution requires leadership. Rudy’s team, at the end of the day, had not accomplished anything because it was given nothing to accomplish. There is a lack of leadership in this case.

**ANSWER TO EXPERIENTIAL EXERCISE #2**

2. A checklist to be used by new supervisors who have been assigned to supervise a diverse workforce should include the following:

\*Are you adjusting to individual differences?

\*Develop your “multicultural consciousness”

* Take an active role in educating yourself
* Put yourself in a learning mode in any multicultural setting
* Move beyond your personal comfort zone
* Don’t be too hard on yourself if misunderstandings arise
* Realize that you are not alone

\*Ask: Are you really treating everyone equally?

\*Encourage inclusiveness

\*Actively integrate immigrants into your team

**ANSWER TO EXPERIENTIAL EXERCISE #3**

3. Two examples of many transformative leaders are:

General Colin Powell- Charismatic, Considerate, and Stimulating

Rev. Billy Graham- Charismatic, Inspirational, and Considerate

2. A good example of a leadership primer that Rudy can follow is found in Table 2-2, fitting the style to the situation using the path-goal theory.

3. After the group’s spokesperson has shared his or her recommendation with the class, open up a discussion of how Rudy could have made it through the first day. It seems that management gave Rudy no orientation or instruction of what to do or how to accomplish his objectives.

**CASE STUDY 2**

**Turning around the U. S. S. Benfold**

**1. Commander Abrashoff’s leadership style**:

Transformational leaders, like the commander, bring about change, innovation, and entrepreneurship. They recognize the need for revitalization, creating new vision and institutionalizing change. Behaviors include charismatic, inspirational, and stimulating.

**2. Trait comparison:**

**Leadership** **Core Traits**

Trust Honesty

Initiative Desire to lead, Drive

Judgment Cognitive Ability

Speaks with Authority Drive, Self-Confidence

Strengthens Others Drive, honesty,

Optimistic Desire to learn

Never gives up Absolutes Self-Confidence

Leads by Example Cognitive Ability, Knowledge

Of the Business

**3. Use the Path-Goal Leadership Theory:**

Leadership in the Navy is very rigid. Without extensive experience, Commander Abrashoff would not be assigned to captain a ship like the U. S. S. Benfold.

**4. Influence of Interviews:**

As a transformational leader, change was institutionalized through innovation and creating a new vision through personally involving the Sailors by interviewing them. Behaviors exhibited here included stimulation ( Motivation ).The Goals here were obtained by direct, supportive participation and achievement-orientated leadership.

**5. Leadership**:

A leader must engage in the behaviors required to get his or her people to move in thedesired direction. Most studies assume leaders not only accomplish the task but satisfy follower’s needs.