Leadership Development for Graduate Students: Skills that Transfer Across Settings

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Agenda

- Brief Overview of Leadership Literature
- Outline Rationale and Purpose of Developing an Inclusive Model of Leadership Competencies
- Leadership Competencies
  - Reflection of Strengths, Needs, and Leadership Development Plan
- Making Sure Goals are Relevant & Getting Buy-In
Trait Type Theories
(Zaccaro, 2007)

- “Great man” or “Hero” description of leadership
  - Early approach (late 1800s or before to 1950-ish):
- Situational approach paradigm shift (1948-1980’s)
- Revitalization of trait-based approaches as complex interactions (1980s to present)
  - Characteristics/behaviors/situation $\rightarrow$ leader effectiveness
- Distal (cognition, personality, values) vs. proximal (knowledge, skills, competencies)
  - Implications for training
Situation Approaches to Leadership
(Vroom & Jago, 2007)

- Parallel shift from personality to social theories
- Leadership as process, not person (interaction between leader behavior and situation)
- **Contingency Model**: task vs. relationship focus & outcomes (Fiedler); Least Preferred Coworker
  - Leadership style and situation should be complementary
- **Path-Goal Theory**: Leaders facilitate individual employee and group goals by clarifying, structuring, rewarding, and providing resources for success as needed (House)
- **Normative/Prescriptive Model**: Degree to which employees are involved in decision-making varies with situation using implicit decision trees (Vroom & Jago)
  - Related to trait approach—consistency of behavior depending upon categories of situations
Systems Model
(Robert Sternberg, 2007)

- WICS (Wisdom, Intelligence, and Creativity—Synthesized)
- System for analyzing situations, making decisions and implementing plans to achieve outcomes.
Transformational & Transactional Leadership Models
(Avolio, 2007; Bono & Judge, 2004; Judge & Piccolo, 2004)

Transformational
- Idealized influence—high ethical standards and moral values
- Inspirational motivation—articulated, enthusiastic values and vision
- Intellectual stimulation—encourage creativity, ideas, and strategies, challenging the norm
- Individual consideration—coaching approach to employee development

Transactional—means of monitoring & controlling
- Contingent rewards for employee behavior
- Management by exception active—monitor & correct proactively
- Management by exception passive—correct problems as they arise
- Laissez-faire

These aspects are often used together; combines leader behaviors and situational factors of other theories
To Summarize

- Leadership models have increased in complexity/dimension
- Most include leader behaviors, situational factors, follower behaviors, and interactional effects
- Few delve meaningfully into the effects of culture, worldview, outgroup perspectives or other such factors important to women, leaders of color, LGBTQ&A, and other typically marginalized groups.
Leadership Competencies

- Behaviors, abilities, skills, and knowledge that directly impact performance success
- The study of leadership competencies can flexibly nest within and expand upon a variety of broader theories (Gentry & Sparks, 2012)
  - Study across 40 countries of 9,942 managers
    - Resourcefulness, change management, building and mending relationships were competencies common to many
Issues Typically Neglected by Existing Theories

- Broader repertoire of world views
- Value exploring diverse perspectives to solve complex problems
- Inclusion and empowerment of team members to problem-solve effectively
- Recognition of inequitable systems
- Advocacy for those lacking privilege
- Powersharing and outgroup negotiation strategies
- Keen awareness of cultural differences and potential misunderstandings
- Courage in addressing difficult social situations
Juana Bordas: Multicultural Leadership Principles

- I to We: From Individualism to Collective Identity
- A Leader Among Equals: Community-Conferred Leadership
- Leaders as Guardians of Public Values: A Tradition of Activism
- Leaders as Community Stewards: Working for the Common Good
Why Focus on Leadership Competencies?

- Examining leadership competencies is a good place to begin developing as a leader in practical ways.
- Identifying competencies have implications for developing and assessing leadership training interventions; competencies incorporate knowledge, skills, and abilities with a focus on observable behaviors.
To Summarize

- There is emerging scholarship examining the complexities of the roles of culture and social identities in leadership.

- This work serves to expand and challenge old paradigms and to create new inclusive paradigms geared toward increasingly diverse environments.
Managing Volunteers: The Challenges

“No matter how well intentioned volunteers are, unless there is an infrastructure in place to support and direct their efforts, they will remain ineffective at best or, worse, become disenchanted and withdraw, potentially damaging recipients of services in the process” (Grossman & Furano, 2002).

- Reliability
- Building an organizational culture of care
- Personality Conflicts
- Volunteer Retention
- Volunteer Fatigue

Source:
Managing Volunteers: Improving Outcomes

- Identify Interest in Participation
- Properly screen volunteers and assess capabilities
- Understand and clarify Volunteer expectations
- Identifying the hesitation to participate rather than accepting ‘No’
- Manage the scheduling of volunteers
- Empower volunteers with decision-making capabilities
- Motivate Volunteers through recognition and reward
- If communication remains ineffective and problems persist, dismiss the volunteer

Sources:
Who are Stakeholders?

- **Primary Stakeholders**
  Those with a formal, official, or contractual relationships and have a direct and necessary economic impact upon the organization.

- **Secondary Stakeholders**
  Those not directly engaged in the organization's economic activities but are able to exert influence or are affected by the organization.

Source:
Why is stakeholder buy-in Important?

“To succeed, responsible leaders bundle the energy of different constituencies and enable the creation of value networks (Lord and Brown, 2001:141) of multiple stakeholders, which enhance social capital and thereby contribute to both a sustainable business and the common good” (Maak: 330).

- They assist with who, when, and how to coordinate.
- They build social capital, also known as the capacity for individuals to act collectively.

Challenges

- Balancing competing stakeholder claims
- Responsible and Ethical Leadership

“Responsible leadership is thus the ability to enable and broker sustainable, mutual beneficial relationships with stakeholders, to create stakeholder goodwill and trust and ultimately a trusted business in society – that is, one of multi-stakeholder benefit” (Maak, 331).

- Identifying and Using Stakeholder Competencies and Resources

Source:
Mobilizing and Assessing Stakeholder Participation

- Stakeholder assessment should consider the following:
  I. Their potential to threaten the organization
  II. Their potential to cooperate with it.

- Participation Types and Interaction Strategies

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<tr>
<th>Type</th>
<th>Description</th>
<th>Strategy</th>
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<tbody>
<tr>
<td>Supportive</td>
<td>• Support the organization’s mission and goals</td>
<td>• Involve in important and relevant issues</td>
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<td>• Includes suppliers, service providers, and non-profit community organizations</td>
<td>• Decentralize authority to include supportive stakeholder decision-making</td>
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<tr>
<td>Non-Supportive</td>
<td>• High level of potential threat but low on potential cooperation</td>
<td>• Defense strategy tries to reduce the dependence that forms the basis for the stakeholders’ interest</td>
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<td>Marginal</td>
<td>• Neither highly threatening nor especially cooperative</td>
<td>• Monitor marginal stakeholder interest</td>
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<td>• They potentially have a stake in the organization and its decisions</td>
<td>• If interest is relevant, the organization should act to increase their support and deflect their opposition</td>
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<td></td>
<td>• They are generally not concerned about most issues</td>
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Source:
Selected References


Selected References (con’t)


Selected References (con’t)


Selected References (con’t)