Leadership Self-Assessments, Leadership Styles, and Leadership Theories Coming Together to implement Organizational Critical Task

Objectives

1. List the learning styles analyzed
2. Describe what is a self-assessment
3. Discuss the various types of leadership based on a self-assessment result
4. Describe how team members can use their leadership talent to accomplish organizational goals.
5. Define leadership theory.
6. List the leadership theories.
7. List the leadership styles over leadership theories
8. Describe the impact of leadership styles on team effectiveness

Purpose

The purpose of this continuing education course is to look at the outcomes of several leadership styles, coming together to implement organizational critical task. Leaders must constantly assemble teams of people for complex and critical tasks to improve organizational outcomes. Building a great team means not just choosing the right combination of skill sets, but juggling the right mix of leadership styles and personalities. To assemble the right combination of people to help you meet your team and organizational goals, the leader must evaluate and understand what set of skills and styles work best for different tasks and situations. Assessing your team strengths and areas for improvement is critical for managing your team towards success (Palfini, 2008).
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Introduction

The indubitable understanding of leadership styles is a concept elusive in the mentality of many current and prospective leaders. Many times individuals lead without applicable leadership training and develop a contemptible cognizance of leadership based on an inadequate mentorship. Knowledge of leadership styles offers the chance to facilitate change within a group based on proven theories that affect all parties involved. The domains of leadership styles can illustrate how individuals handle conflict, power, people, and which leadership styles organizations can promote. However, it is understood that traits alone are not sufficient in the creation of successful leaders (Wren, 1995).

Leadership Styles Analysis

Leadership styles are theoretically based and helpful to all. One learning his or her leadership style is critical, because it can be a valuable tool that allows critical self evaluation, self reflection, and the opportunity to modify or corroborate your contingencies as a superior. An assumption based on evaluations, extrinsic and intrinsic rewards, self fulfilling prophecy, verbal affirmations, accolades, and leadership traits or characteristics. To substantiate ones beliefs, it is agreed that the theory illustrated by: Feldstein, Newcomb, & Newtetter (p. 131) stated, being accepted or rejected is not determined by the cordiality or antagonism of the individual’s treatment of his fellows, nor evidently is the individual’s treatment of his fellows much affected by the degree to which he is already being accepted or rejected by them. Their treatment of him
is, of course, a reaction to some or all of his behaviors, but we have been completely unsuccessful in attempting to measure what these behaviors are (Wren, 1995).

Individuals who would like to understand his or her leadership style it is recommended that he or she take a self-assessment. Self-assessment test provides information about a person's leadership level, leadership skills, and leadership style. The instrument is based on a five factor concept model of leadership, and it covers competencies that appear frequently in company competency frameworks. Self-assessments test also exhibits liberal prospective to validate individual assumptions or contradict the very perceptions that one postulated as truth. Although these assessments are brief in statute; they provided explicit data that offered substantial information that categorized our personality, traits, and characteristics into sub-categories. The information will provide pertinent to individuals but even more to a group of individuals trying to build a cohesive, organized team.

The information provided in this continuing education will help organizational leadership decide where team members can use their leadership talent to accomplish organizational goals. Often times the self-assessment results will help individuals to identify his or her strengths as well as flaws, and how one can compare to their chosen leadership style. Question that leaders should ask themselves prior to choosing a team is: Who will be the important players in this leadership situation? What aspirations each team member had and how we could go about accomplishing our goals as a team? Most important asking these question can offer the opportunity to accept the idiosyncrasies of each team member involved in the critical task assigned (Wren, 1995). Stogdill (p. 129) states that “the factors which have been found to be associated with leadership and leadership styles could probably all be classified under the general headings of capacity, achievement, responsibility, participation, and status.”
These results of a self-assessment can help organizational leadership and each individual to determine what leadership style would be useful in constructing a team that was conducive, and compatible in meeting team objectives and assignment deadlines. These assessments will help promote tranquility within the group once everyone had enough time to learn each other’s attributes and imperfections. Tuckman (p. 357) states that “group harmony is of maximum importance, and task conflicts are avoided to insure harmony (Wren, 1995).”

**Leadership Theory**

Leadership is a major way in that people can change the minds of others and move organizations forward to accomplish identified goals. There are several theories in leadership that are key factors in the success of an organization. Leadership styles over leadership theories will provide characteristic that a team should have when chosen for the success of an organizations critical task.

<table>
<thead>
<tr>
<th>Theories</th>
<th>Basis</th>
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<tbody>
<tr>
<td>Great Man Theories</td>
<td>Based on the belief that leaders are exceptional people, born with innate qualities, destined to lead. The use of the term “man” was intentional since until the latter part of the twentieth century leadership was thought of as a concept that was primarily male, military and Western. This led to the next school of Trait Theories.</td>
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<tr>
<td>Trait Theories</td>
<td>The lists of traits or qualities associated with leadership exist in abundance and continue to be produced. They draw on virtually all the adjectives in the dictionary which describe some positive or virtuous human attribute, from ambition to zest for life.</td>
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<tr>
<td>Behaviorist Theories</td>
<td>These concentrate on what leaders actually do rather than on their qualities. Different patterns of behavior are observed and categorized as “styles of leadership.” This area has probably attracted most attention from practicing managers.</td>
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<tr>
<td>Situational Leadership</td>
<td>This approach sees leadership as specific to the situation in which it is being exercised. For example, whilst some situations may require an autocratic style, others may need a more participative approach. It also</td>
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<tr>
<td>Leadership Styles over Leadership Theories</td>
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Leadership styles results, and instrument scales may vary depending on what self-assessment is used. Nonetheless this continuing education course used a Pearson Prentice Hall Self-Assessment tool for leadership styles over leadership theories. Leadership styles with the results of “selling” in nature, according to Hersey, P. & Blanchard, K. H. (1995), the high people and high task relationship is referred to as “selling” (p. 208). Persons employing this style of leadership often provide a great deal of direction while leading with his or her ideas (Hersey & Blanchard, 1995). Additionally, leaders using this style would encourage feedback and innovation. Open-communication simulates and motivates followers that have low-self esteem. The follower can build confidence while completing a specific task. The high people and high task style presents little if any negative consequences for the leader and followers. Chemers (1995) posited a leader displaying the attributes of interpersonal warmth, concern for feelings.
and participative communication creates an environment conducive to successful problem-solving (p. 85-89).

Although this should be a group approach, one area of concern that should be taken into consideration by the leadership team is; to what extent the leader would shift the control of day-to-day decision-making to followers prior to the completion of a project, and it is possible that the leader to display anxiousness and become over concerned about goal facilitation?

Leadership results that are “participative” in nature employ a moderately low task and high people relationship leadership style. This relationship behavior is referred to as “participative” (Hersey & Blanchard, 1995). Leaders operating with this style of situational leadership shift the control of day- to-day decision-making and problem-solving to followers (Hersey & Blanchard, 1995). A moderately low task and high people leader use of interpersonal skills of open-communication, incorporating input of others and mediating conflicts impels followers’ allegiance for achieving specific goals and objectives.

Consequently, the group-oriented and participative style of leadership promotes high morale and unleashes creativity in the workplace. For leaders exhibiting mutual trust, respect, and friendship in the environment productivity flourishes. However, leaders less concerned with completing tasks in a timely manner must be aware of the tendency to provide very little input to the detriment of production. If not careful, this type leader could be signaling a hesitancy to perform or a lack of motivation to fulfill the responsibilities of the job. Therefore, leaving themselves open to negative results, personally, and professionally.

Self- assessment scores acquiring both an equal concern for people as well as equal concerns for production can promote effective leadership. When one is consistent in production and concern for people, according to change factory, (2008) “when a leaders focuses on his or
her goals, other people view them as being consistent which can help to reduce any perception of biases.” Both of these team members’ leadership styles reflect the Burns, transformational leadership theory. Burns (2002) illustrates that a transformational leader supports his or her subordinates with delegate task to ensure that the task is done properly. Furthermore a transformational leader sees his or her subordinates as motivated by sharing the institution’s vision resulting in a higher commitment, trust, balance, and empowerment within the organization (Burns, 2002).

Results of a self-assessment that reflects the characteristics of Burns transactional theory, will rank high in each category for concern for people and concern for task. Task-oriented behaviors included structuring work tasks and roles, clarifying work processes and procedures, and ensuring employees comply with company policy (Denison, Hooijberg, & Quinn, 1995). Transactional Leaders allocates tasks to his or her subordinate, and although they do care about a successful outcome, the subordinate is responsible for completing the task successfully whether he or she had the necessary tools for success Burns (2002). If tasks are completed successfully, transactional leaders do believe in rewarding his or her subordinates for success. Task motivator that falls into the category of the contingency leadership style is under the assumption “that there is no simple one right way,” litheness is a must. Changing Minds (n.d.). Bass & Avolio (1992), illustrates no single list or set of leadership characteristics has been validated as most effective as long as the leader could arrive at results through the efforts of others (leadership, 2004).

**Impact of Leadership Styles on Team Effectiveness**

Analysis of leadership style and how it coincides with specific leadership behaviors and practices, and leadership theories, it is necessary to look further at how each member’s style is reflected through the use of power. Team learning is fundamental to the performance of a team.
Effective team building starts with the individual assessments of its members. Without this essential ingredient, a team can never achieve its full potential. Team members can attend strategic planning sessions, learn techniques of quality assurance or learn how to run a meeting, but unless consensus of leadership styles is reached among members, and the ground rules and principles of the learning team are fully implemented, improvements will be short-lived. Leading great teams need not be complicated and it can be quite fun. Advance knowledge of the leadership styles of its member would offer the team the chance to facilitate change within the group. Trying out some of these recommendations and ideas might just nurture the perfect combination for the success of your team (Palfini, 2008).
References:


The Free Press.