

Leadership Matrix- Rebecca Cofer

Leadership Theory/Style	Major Theorists	Summary	Examples in Higher Ed
Trait approach	Stogdill (1948, 1974); Mann(1959); Lord et al. (1986); Kirkpatrick and Locke (1991)	<ul style="list-style-type: none"> • What makes certain people great, what innate qualities and characteristics • Current updates- visionary and charismatic leadership • Social intelligence 	<ul style="list-style-type: none"> • Each administrator applicant at a small college is required to complete an assessment prior to interviewing- get a clearer picture of who the candidate is and how they would fit in at the school • A former AVP at ABAC, Dr. Reddick, was a dynamic leader and one well liked by the campus. He was charismatic and excellent in public occasions, but he also did not deal with conflicts well and let major goals slip at the college.
Complexity Leadership Theory (CLT)	Uhl-Bien, Marion, & McKelvey (2007); Marion (2008); Hazy & Uhl-Bien (2014); Uhl-Bien & Marion (2008, 2009)	<ul style="list-style-type: none"> • Study of interactive dynamics of complex systems embedded in contexts of larger organizational systems • Leadership is embedded in contexts and socially constructed from this 	<ul style="list-style-type: none"> • Academic Support at ABAC focuses on informal relationships and brainstorming sessions for campus issues (registration campaigns to increase enrollment)- formal titles are not enforced among the staff, as all levels are part of the collaborative problem solving approach
Emotionally Intelligent Leadership	Allen, Shankman, & Haber-Curran (2015, 2016); Higan & Warrenfeltz (2003); Lord & Hall, (2005); Goleman (1995, 1998)	<ul style="list-style-type: none"> • An awareness and regulation of emotions in self and others • 3 facets: conscious of self, conscious of others, and conscious of context (19 capacities across them) • Focus on the role emotions play in leadership • Setting a positive emotional tone is key for leadership 	<ul style="list-style-type: none"> • Christopher Newport University- President's Leadership program- students learn about their emotions in the context of leadership • Imprint Leadership Program- University of Illinois- focus on coaching and feedback for students through alumni mentors
Mindful Leadership	George (2012)	<ul style="list-style-type: none"> • "Paying attention in a particular way: on purpose, in the present moment, and non-judgmentally" (Trisoglio, p. 51) • Positioned in broader terms of emotional intelligence, self-management, and personal effectiveness • Mix of Buddhism and modern science with methods to reduce stress, develop EI and increase effectiveness 	<ul style="list-style-type: none"> • A small college in Massachusetts has decided to implement mindful leadership in its academic advising department. This entails all staff participating in an emotional intelligence workshop at the beginning of the semester and also includes time for reflection and de-stressing during the semester. Staff are expected to use a few hours each week to partake in activities that will help their life inside and outside of the office (exercise

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			time during the work day, group yoga sessions, time permitted for meditation, etc.). None of this time is deducted from sick or vacation time, as the department is working to increase staff happiness and awareness of their own self care.
Behavioral Approach	Hemphill & Coons (1957); Stogdill (1963, 1974); Cartwright & Zander (1970); Katz & Kahn (1951); Likert (1961, 1967); Bowers & Seashore (1966); Blake & Mouton (1964, 1978, 1985)	<ul style="list-style-type: none"> • Focuses exclusively on what leaders do and how they act- about observing the behaviors • 2 kinds of behaviors- task behaviors and relationship behaviors • Initiating structure and consideration; employee orientation and production orientation • The Leadership Grid 	<ul style="list-style-type: none"> • Two college classrooms on the first day of class- one professor sticks to the tasks and dismisses the class. The other professor tries to help the students get to know each other through activities that day (task vs. relationship behavior) • Two staff members in a college PR and Marketing Dept. serve as the Director and AD of the dept. One focuses on the interactions with her employees, while the other stresses task completion and a focus on the goals.
Situational Approach	Hersey & Blanchard (1969); Blanchard, Zigarmi, & Nelson (1993); Blanchard, Zigarmi, & Zigarmi (2013)	<ul style="list-style-type: none"> • Focuses on leadership in situations • Different situations demand different kinds of leadership • Effective leaders need to adapt their style to the needs of different situations • Made up of a directive and a supportive dimension • Leaders need to match their style to the competence and commitment of the followers 	<ul style="list-style-type: none"> • This approach is deal for use with followers whose commitment and competence change over the course of a project, like working with new student staff who are unsure of the job initially. • A Housing and Residence Life Director is preparing to work with a large student staff, some are returning Cas with knowledge of the job and ready to commit to the goals of the semester. The Director also will be working with new CAs who lack confidence in this new role initially. Some are very committed to the job and others struggle. This Director will need to utilize all types of styles because of the unique environment- Coaching, Directing, Supporting and Delegating.
Path-Goal Theory	Evans (1970); House (1971); House & Dessler (1974); House & Mitchell (1974); House (1996)	<ul style="list-style-type: none"> • Goal is gto enhance performance of followers and their satisfaction- focus on follower motivation and nature of the tasks • Focus on the leader's srtyle and the characteristics of the followers and the setting of the organization 	<ul style="list-style-type: none"> • A Provost is working with 2 groups of faculty on a STEM Grant at their institution. One faculty group is the Math department and the other is the Science & Technology department. The Provost uses participative leadership behavior for the Math faculty because they need the project to be clear and for them to have autonomy. The Science and Technology faculty are led through the Provost

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		<ul style="list-style-type: none"> • Need to use a style that best meets the followers' motivational needs • Puts responsibility on to the leader to create positive work environment for followers • Perspective of expectancy theory- followers will be motivated if conditions are met 	<p>using achievement-oriented behavior because these faculty have the need to excel in this and all projects.</p>
<p>Leader-Member Exchange Theory (LMX) (VDL in earlier time)</p>	<p>Dansereau, Graen, & Haga (1975); Graen & Uhl-Bien (1991); Hill, Kang, & Seo (2014); Omilion-Hodges & Baker (2017)</p>	<ul style="list-style-type: none"> • Leadership is a process that focuses on the interactions between leaders and followers- in-group and out-group • Areas studied within LMX- how it relates to organizational effectiveness, how relationships structured through communication, connection to empowerment , leadership making 	<ul style="list-style-type: none"> • Dr. Class works as a department chair for the College of English at State University. He currently leads 20 faculty members in the college, but clearly prefers some more than others. The Rhet/Comm faculty go above and beyond and are active in their research. Dr. Class finds it enjoyable and easy to work with them and so he always requests they be a representative at campus events. The Lit faculty do their job, but do not have the same connection with the department as the other faculty do. They are rarely asked to serve as reps for campus events. The Rhet/Comm faculty are part of the in-group, whereas the Lit faculty are in the out-group. Dr. Class' dean has suggested he find a way to be more fair in his relationships and evenly distribute opportunities.
<p>Team Leadership Model (Hill Model for team Leadership, McGrath's Critical Leadership Functions)</p>	<p>Hill; Hackman (1990, 2012); LaFasto & Larson (1989, 2001); McGrath</p>	<ul style="list-style-type: none"> • Study the systematic factors that contribute to the team's outcomes or effectiveness • Main function of leadership is to help the team accomplish its goals by monitoring and diagnosing issues in the team and taking action 	<ul style="list-style-type: none"> • A small state college recently implemented regionally admissions recruiters so as to use their travel funds best. This entails employees working from their own bases (like Atlanta) and meeting via conference calls and digital platforms each week through Zoom. The Director of Admissions works to step in whenever issues arise in this newly formed team. In order to be sure the team is working at its optimal effectiveness, the Director evaluates the team using LaFasto & Larson's characteristics of team excellence. He notices that one distant employee is missing meetings each week and not responding to emails. The Director must make the

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			best decision for their next course of action for this employee.
Relational Leadership Model	Palmer (1998); Hesselbein & Shinseki (2004); Howell (1988); Senge (1990); Rost (1991); Kotter & Cohen (2002); McGill & Slocum (1993)	<ul style="list-style-type: none"> • Leadership is inherently a relational and communal process • Happens in an interactive context between people and among groups • There is a focus on 5 primary components: process-oriented, empowering, inclusive, ethical, and positive purposes • This is an aspirational model 	<ul style="list-style-type: none"> • After seeing acts of harassment happening to their LGBTQA+ campus community, a group of faculty and staff members at the college start meeting to bring Safe Zone training to their campus. Through discussion and reflection, the small group decides on a shared vision for the campus' new Safe Zone program- to make the campus more inclusive and empower the students in this population. This goal is especially challenging at this small, conservative institution, but the team believes in this vision and works together to create the program. In addition to open the program to all members of the campus community, the team opens up train the trainer opportunities to the faculty and staff as well, in an effort to be as intentional and inclusive in their approach. The team also meets with the administration of the school to get buy in and shared belief in the program.
Transformational Leadership	Burns (1978); House (1976); Bass (1985); Avolio (1999); Bennis & Nanus (1985); Kouzes & Posner (2002,2017)	<ul style="list-style-type: none"> • Involves assessing followers; motives, satisfying their needs, and treating them as full human beings- concerned with emotions, values, ethics, standards, and long-term goals • Influence that moves followers to accomplish more than what is expected • Includes using charismatic and visionary leadership 	<ul style="list-style-type: none"> • The Director of Financial Aid at a state college has just started in the role in January. She comes to a very dysfunctional office but thinks that her approach to leadership can bring the team together. The main issue is that the department does not run well and is not regarded highly on campus. Rather than dictating solutions to the issues within the department, the new Director brings the staff together for a retreat and asks them for their ideas on how to better manage the team. The new director insists that financial aid is a critical part of student success and expresses this motto as often as possible at team meetings. The team works on a new policy handbook, with clear goals that reflect the new office motto. The Director pushes the office to think outside the box to respond to the issues.

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<p>Servant Leadership</p>	<p>Greenleaf (1970, 1972, 1977); Liden, Panaccio, Hu, & Meuser (2014); Liden, Wayne, Zhai, & Henderson (2008); Spears (2002)</p>	<ul style="list-style-type: none"> • Puts followers first, empowers them, and helps them develop- good of followers placed over leader's own interests • Servant leaders attend fully to needs of followers, are concerned with less privileged and want to remove inequalities and social injustices • 19 Characteristics: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, building community • Model has 3 parts- antecedent conditions, leader behaviors, and outcomes 	<ul style="list-style-type: none"> • Dr. Smith is the Director of Student Disability Services Office at Texas tech University. When his staff are present at weekend events promoting the office's services, Dr. Smith can be found right next to them, helping his team with even the small tasks of setting up tables and clean up at events. Dr. Smith is easy to work with, but insists that none of his employees ever say, "It is not my job". He knows that serving the customers, the Texas Tech students and families, is everyone's job and he lives as such. He finds true purpose in not only helping students with disabilities but also in helping his staff develop. Dr. Smith has served as a mentor to many of his staff, encouraging them to pursue higher level jobs, even if outside of his department. His employees know that their supervisor cares most about their well being and professional growth.
<p>Authentic Leadership</p>	<p>Bass (1990); Bass & Steidlmeier (1999); Burns (1978); Howell & Avolio (1993); George (2003); Shamir & Eilam (2005); Eagly (2005); Walumbwa et al. (2008)</p>	<ul style="list-style-type: none"> • Results from failures and upheavals in society (ex: 9/11) • Leadership that is transparent, morally grounded, and responsive to people's needs and values • Defined as: intrapersonal perspective, interpersonal process, developmental perspective • Theoretical and practical approaches • 4 main components: self-awareness, internalized moral perspective, balanced processing, and relational transparency 	<ul style="list-style-type: none"> • Karen is an Associate Vice Provost at a large R1 university in the south. She works with a large team under the division of student success and came in under some tension within the office. Karen has been open with her team from the first day she came in and tells them her philosophy that the student comes first. One member of her team has been having family issues and needs to be out often to be with her family. Karen is compassionate with this employee and recognizes that life happens. She is clear about the goals the unit has, but also recognizes the human aspect of working in higher education. Karen is open with her team about any issues and because of her leadership, the unit has become stronger since Karen came in to the job.
<p>Adaptive Leadership</p>	<p>Heifetz (1994); Heifetz and associates (2009, 1997, 2002, 1991)</p>	<ul style="list-style-type: none"> • More follower-centered • Focuses on how leaders help others do the work needed to adapt to challenges 	<ul style="list-style-type: none"> • The Enrollment Management (EM) office at State University has decided to implement a new "one stop shop" model for student services. This idea

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		<p>they face; leader is someone who encourages others to do the problem solving (avoid using “followers” in the research)</p> <ul style="list-style-type: none"> • Major components- situational challenges, leader behaviors, and adaptive work • Encourages them to face the challenges and provides space or opportunity they need (holding environment) 	<p>comes from the President’s office and is met with anger by some of the more seasoned EM staff members. Joe Smith, the EM Director, begins the transition process by scheduling safe meetings for the staff to express their concerns; he will e present at the meetings, but will watch from a distance to get a better idea of the larger picture. He focuses on helping resolve the technical issues involved like student staffing but encourages the EM staff to discuss how to solve the adaptive challenges they are facing. By the end of the meetings time period and the continued communication he has had with the EM team, many of the previously upset staff members see this as a potentially positive change and work to implement more policies to streamline the new model.</p>
Followership	<p>Uhl-Bien and colleagues (2014); Carsten and colleagues (2014); Lipman-Blumen (2005); Follett (1949); Zalesznik (1965); Kelley (1988); Meindl (1990); Chaleff (1995)</p>	<ul style="list-style-type: none"> • A process whereby an individual or individuals accept the influence of others to accomplish a common goal • Power differential between leader and follower • Has an ethical dimension to it- not a morally neutral process • Perspectives- role-based and relational-based • Typologies: Zalesnik, Kelley, Chaleff, Kellerman, 	<ul style="list-style-type: none"> • The Advising Center at Georgia College has an academic grouping model for its team of advisors, whereby each Advisor Lead has a group of 5 advisors that they lead. Some of these advisors embrace their followership role, as they understand their work towards the common goals their advising group has agreed upon. Although there is definitely a leadership position for the Advisor Lead, the other advisors welcome their role and recognize the value of their work to the team.
Skills Approach	<p>Katz (1955); Mumford, Zaccaro, Hardin, Jacobs, & Fleishman (2000)</p>	<ul style="list-style-type: none"> • Leader- centered perspective- emphasis on skills and abilities that can be learned and developed • 3 skill approach- technical, human, and conceptual skills • Later paradigm- 5 components of effective leader performance- competencies, individual attributes, leadership outcomes, career experience, and environmental influence 	<ul style="list-style-type: none"> • Texas Tech University utilizes the StrengthsQuest model heavily in its Student Disability Services office. While there is the recognition that employees have strengths, the office also focuses heavily on leadership development through professional organizations and mentoring. The newer employees received training that helps with technical knowledge of the department, tings like processes and computer software. The training for the midlevel managers is heavy on human skill

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			development and are trained on how to best work with their students and the families. The high level employees work largely from the conceptual skill level, as they see the big picture and make informed decisions that don't always have easy answers.
Four Frames Model	Bolman & Deal (1997, 2003); Mosser (2000); Small (2002); Turley (2002); Wolf (1998)	<ul style="list-style-type: none"> • Frames can be thought of as filters or lenses through to look at an organization • 4 types- human resource, political, structural, and symbolic • Each frame equates to a mental model 	<ul style="list-style-type: none"> • A Student Affairs (SA) Director and a Financial Aid (FA) Director are working together on a project to help advertise FAFSA deadlines to those that live on campus at their college. The SA Director uses a human resources frame when discussing possible ideas, recognizing that their residents have negative feelings about FAFSA. His goal is to empower the students to complete the process. The FA Director approaches the project from a structural frame, as she is concerned most with meeting the FAFSA deadlines and abiding by the rules the government has set forth. Each director recognizes that a multi-frame model of thinking might be best to better understand the others' point of view.
Distributed Leadership	Cecil Gibb (1950s); Huber (2004); Bennett, Wise, & Woods (2003); Day & Harris (2002)	<ul style="list-style-type: none"> • Leadership is the outcome of the group dynamics, not just the actions of the leader • Everyone needs to be given the chance to be heard and lead 	<ul style="list-style-type: none"> • A small college in the Midwest decides to go paperless throughout the Admissions Department. This decision, though, was not made lightly. The first step of making the decision to go paperless was to bring in front line admissions staff to get their feedback on the idea. Surveys, focus groups and interviews with the secretarial and records keeping staff occurred over 6 months. Once the staff decided to reduce waste and go paperless in their office, continual feedback was sought regarding the process and changes were made as the staff suggested.
XY Theory	McGregor (1960)	<ul style="list-style-type: none"> • X Theory- Authoritarian Management Style- Found in autocratic managers and in organizations that are autocratic 	<ul style="list-style-type: none"> • Dean Smith is in charge of the College of Liberal Arts at State College. He knows that at times he needs to use X Theory of leadership with his less motivated faculty members. He is very hands on

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		<ul style="list-style-type: none"> • Characteristics of X manager- results-driven, intolerant, distant and detached • Y Theory- Participative management style- use a lot of imagination throughout the org to solve problems • Characteristics of Y manager- liberating and developmental; enabling, empowering and giving responsibility 	<p>when working with them and checks on their progress towards tasks frequently. Dean Smith also has faculty that he uses Y Theory of leadership with because of the pride these faculty take in their work and the self-motivation they have. Dean Smith generally gives them a project and only checks occasionally on their progress because these faculty take ownership of the work they do.</p>
Transactional Leadership	Burns (1978, 2003)	<ul style="list-style-type: none"> • Mutuality of immediate interests and exchange of benefits between leaders and followers- called a transaction • Meet the needs and interests of followers and are rewarded with their support, or punished by their withdrawals • Mutuality of relationship is clear 	<ul style="list-style-type: none"> • The university President knows that down the line he may need the help of a politically powerful businessman in the community. Knowing this, he created a job for this individual and put him in the job he wanted. He hopes that this man will be useful in the future when trying to raise money for the college at the capital.
Cybernetic leadership	Birnbaum (1988)	<ul style="list-style-type: none"> • Integrative theory • Self-regulatory and automatically adjusts the activity that it controls within an acceptable range 	<ul style="list-style-type: none"> • The Student Government Association has a budget that comes from student fees. This budget pays for such things as campus resources, student events and support programs for students. The fall 2019 semester has been a busy one for the SGA and they have now gotten to final exams time with a depleted budget. They usually host a midnight breakfast during final exams, but their faculty advisor knows they need to adjust their plans for the finals events to level out the abnormally depleted SGA budget.
Strategic Leadership	Hambrick & Mason (1984); Hambrick & Pettigrew (2001); Applebaum & Paese	<ul style="list-style-type: none"> • Strategic leaders are those that can formulate and execute business strategies to produce desired results • Not an operational leader, which manages the day-to-day • 9 key strategic leadership roles (navigator, strategist, entrepreneur, mobilizer, talent advocate, captivator, global thinker, change driver, enterprise guardian) 	<ul style="list-style-type: none"> • Dr. Sullivan-Vance arrived at the University of Tennessee and knew she wanted to create a common mission and vision for her inherited department of Student Success. Being a strategic leader in this capacity meant Karen had to a Mobilizer and a Change Driver. She came in to the job in the middle of the semester and had to develop a long term plan to use resources to market the newly created mission of her department while also challenging the status quo of

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			<p>her employees, helping them come to terms and embrace the changes happening.</p>
<p>Strategic Social Change Leadership</p>	<p>Ospina, et al. (2012); Ospina & Foldy (2010)</p>	<ul style="list-style-type: none"> • Harnessing the leaders' power so that they can participate in actions that alter their constituencies' circumstances • Focus on how to reach ambitious goals during turbulent environments with limited resources • Foundation is grounded humanism • Drivers that motivate the action: value of social justice, working assumptions, systematic inequity, visions of justice • Leader uses their power for the community's good 	<ul style="list-style-type: none"> • During the political issues surrounding DACA students' rights in higher education, strategic social change leaders have used tools like protests and community building to advocate for legislation that would level this inequality for the group. Their vision of justice is for all students, regardless of their citizenship status, to have access to higher education opportunities.

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Factories or achines [Structure], family [Human Resources], jungle [Politics], and theaters, temples, or carnivals [Symbols].
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