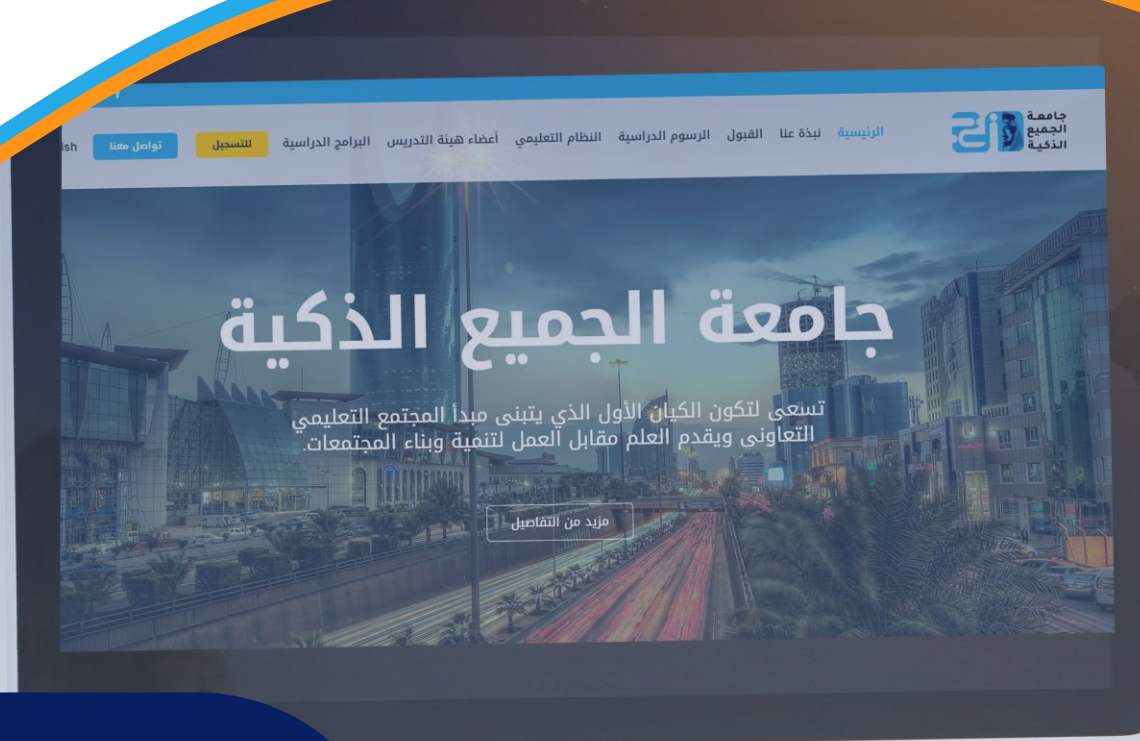




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Digital Media Leadership
Prepared by Dr. Doaa Rady
W4 Lecture – Live Session

DGM 726
Master of Digital Media



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W4 Lecture outline

Last Lecture, we leaned about

- ☐ Are you a Leader?
- ☐ How to Be a Leader?
- ☐ Developing a Vision
- ☐ Understanding People's Needs
- ☐ Influencing People
- ☐ Communication
 - ☐ Types/Forms of Communication
 - ☐ Components of Mass Communication
 - ☐ What is Mass?
 - ☐ The Verbal & Nonverbal Communication
 - ☐ Elements of Communication



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W4 Lecture 3 outline

Today's Lecture we will Know about

- ☐ Types of Leadership
- ☐ Methods of leadership
- ☐ Theories of Leadership
 - ☐ 1. The Great Man Theory
 - ☐ 2. Trait Theories of Leadership
 - ☐ 3. Behavioral Theories of Leadership
 - ☐ 4. Transactional & Transformational Theories
 - ☐ 5. Contingency theory of leadership
 - ☐ 6. Neo-Charismatic Theories
- ☐ New Leaders Take Note & Traps
- ☐ Leading Effectively: The 70-20-10 Rule
- ☐ Self-Assessment Exercise 3
 - Do You Have Charismatic Tendencies?

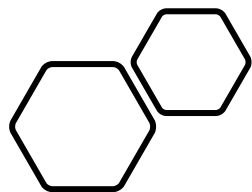


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W4 Lecture Objectives

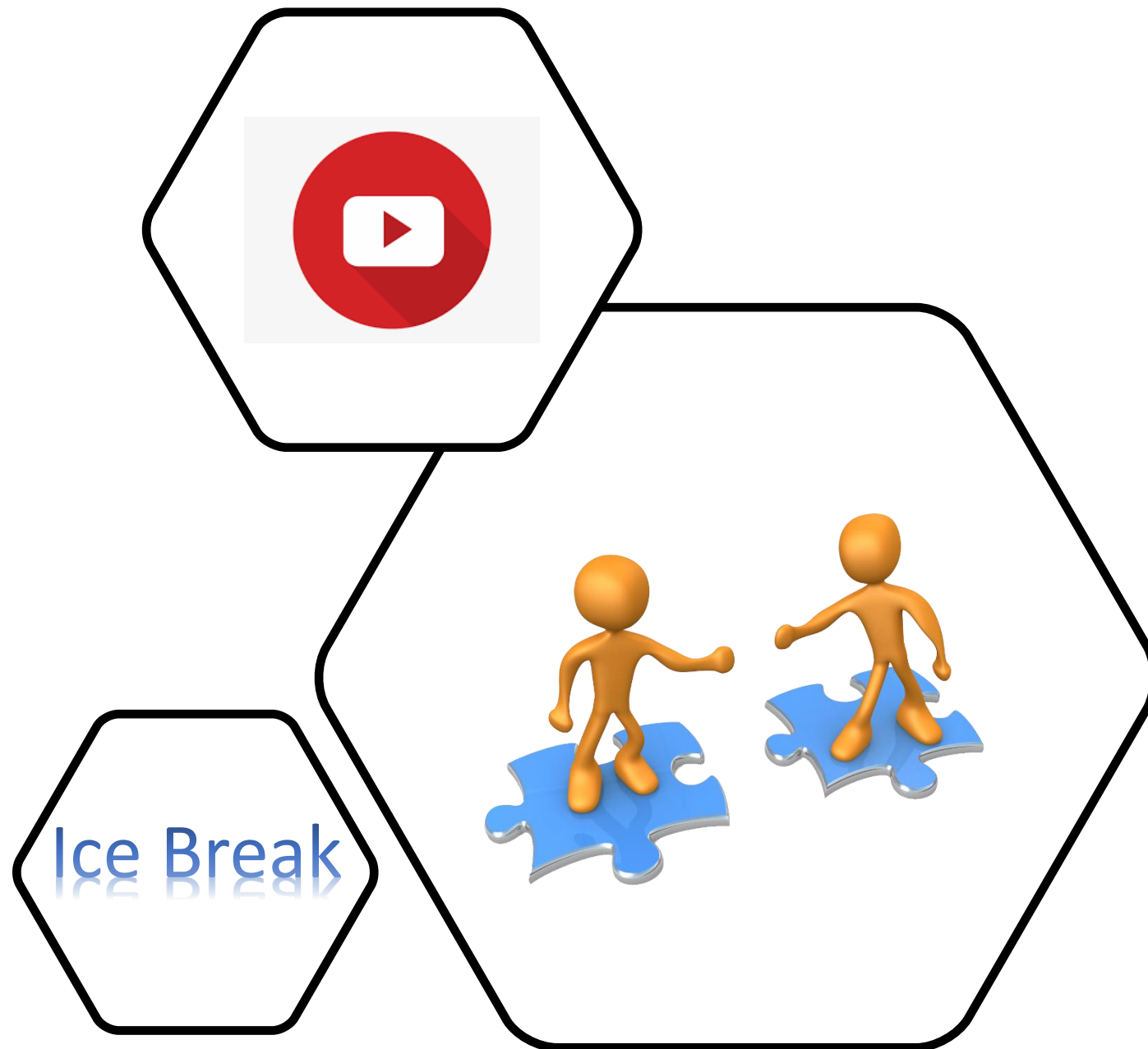
Introduction & Learning Outcomes

- ☐ Learn about the types, methods, and different theories of leadership, understand its results and apply examples.
- ☐ Learn about new leaders' advices and traps, and how they can use some rules to lead effectively.



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W4 Lecture





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W4 Lecture

Leadership Self-Assessment



Leadership Self-Assessment Exercise

The Interpersonal Skills **المهارات الشخصية Checklist**

- **Instructions:** Below are a number of specific aspects of **behavior** that suggest that a person needs to improve his or her **interpersonal skills** related to **leadership and influence**. Check each statement that is generally true for you.
- You can add to the **reliability** **مصداقية** of this exercise by asking one or two other people who know you well to rate you. Then compare your self-analysis with their analysis of you.

Leadership Self-Assessment Exercise

Scale Statements: Developmental Needs and Areas for Improvement

The Interpersonal Skills

1. I'm too shy and reserved. أنا خجول جداً ومتحفظ.
2. I bully and intimidate others too frequently. أنا أتمر وأرهب الآخرين بشكل متكرر.
3. I tell others what they want to hear rather than emphasizing the truth. أقول للآخرين ما يريدون سماعه بدلاً من التأكيد على الحقيقة.
4. I have trouble expressing my feelings. أجد صعوبة في التعبير عن مشاعري.
5. I make negative comments about group members too readily. أنا أدلي بتعليقات سلبية حول أعضاء المجموعة بسهولة شديدة.
6. Very few people pay attention to the ideas I contribute during a meeting. قلة قليلة من الناس ينتبهون إلى الأفكار التي أسهمت بها خلال الاجتماع.



Leadership Self-Assessment Exercise

The Interpersonal Skills

7. My personality isn't colorful enough. شخصيتي ليست ملونة بما فيه الكفاية.
8. People find me boring. الناس يجدونني ممل.
9. I pay too little attention to the meaning behind what team members and coworkers are saying. إنني لا أهتم كثيرًا بالمعنى الكامن وراء ما يقوله أعضاء الفريق وزملاء العمل.
10. It is very difficult for me to criticize others. من الصعب للغاية بالنسبة لي انتقاد الآخرين.
11. I'm too serious most of the time. أنا جاد للغاية في معظم الأوقات.
12. I avoid controversy in dealing with others. أتجنب الجدل في التعامل مع الآخرين.



The Interpersonal Skills

13. I don't get my point across well. لا أعبر عن وجهة نظري بشكل جيد.
14. It's difficult for me to make small talk with others. من الصعب على إجراء محادثة قصيرة مع الآخرين.
15. I boast too much about my accomplishments. أنا أفخر كثيراً بإنجازاتي.
16. I strive too much for individual recognition instead of looking to credit the team. أنا أبذل قصارى جهدي للحصول على التقدير الفردي بدلاً من التطلع إلى تكريم الفريق.
17. Self-confidence is my weak point. الثقة بالنفس هي نقطة ضعفي.
18. My spoken messages are too bland. رسائلي المنطوقة لطيفة للغاية.

Leadership Self-Assessment Exercise

The Interpersonal Skills

19. My written messages are too bland. رسائل المكتوبة لطيفة للغاية.

20. I read people poorly. أنا أقرأ الناس بشكل سيء.

21.(Fill in your own statement).

Now that you have identified specific behaviors that may require change, draw up an action plan.

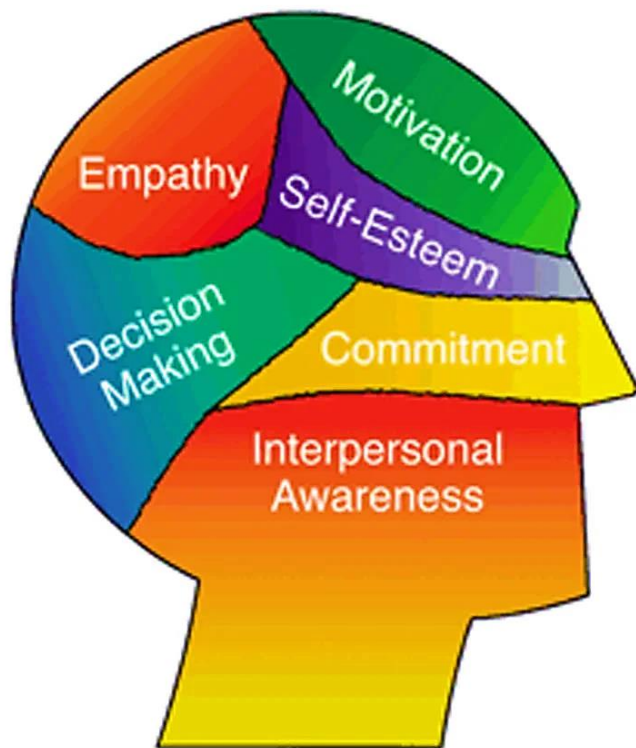
Leadership Self-Assessment Exercise



Leadership Self-Assessment Exercise



Leadership Self-Assessment Exercise



29 TIPS TO IMPROVE INTERPERSONAL SKILLS

- Give a smile
- Listen more than you talk
- Ask open-ended questions
- Use body language effectively
- Be interested rather than interesting
- Get to the point quickly
- Ask questions about the other person
- Let people feel good about themselves
- Highlight others' strengths and successes
- Eliminate distractions and interruptions
- Make eye contact with the person you're talking to
- Don't interrupt people when they're speaking
- Use "I" statements instead of making generalizations about yourself/others
- Know your strengths and weaknesses
- Don't take everything personally
- It's also important not just to listen without saying anything back
- When listening, show empathy
- Emphasize where appropriate.
- Express your thoughts, feelings, and emotions in a healthy way
- Learn to forgive others for their mistakes
- Be engaged
- Establish rapport
- Defer judgment
- Observe others' body language
- Don't make assumptions
- Practice active listening
- Strengthen your memory
- Use other's names when you talk to them
- Avoid offending people by considering their feelings beforehand





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EXERCISE

- ❑ **How do you take your dream and make it a reality?**
 - Start by creating your own personal vision statement.
 - Put your dream into words that communicate to others a picture of what you want to do. Organizations have vision statements; and you, as a leader, can have your own vision statement, too.
 - Martin Luther King, Jr. said, *"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."* Now that's a vision statement!
 - Now it's your turn. Write out a few sentences of how you want some part of your world to be. Your vision statement will remind you of where you want to be going.



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EXERCISE

How to Set goals?

- ❑ Give your vision a sharper image. Turn up the focus. Set some long-term and short term goals. That is how you carve a real path to your vision.

For example, if your vision is: "*To create a community where every person can enjoy city parks in safety*," then you might set goals like these:

- ❑ Long-term goals:
 - Create more city parks
 - Reduce crime in city parks

How to Set goals?

- ❑ Short-term goals:
 - Find out where the city parks are, who uses them, and what the crime levels are
 - Establish good working relationships with community police officers and park officials
 - Identify what actions might reduce park-related crime
 - Decide whether it will be preferable to start a new organization or work through existing organizations.

How to Set goals?

- ❑ Think about the individuals in the group
 - As a leader, you need to think about how each individual is affecting the group. Are there individuals whose **talents are not being well used**? Is **someone acting** in a way that **is divisive or is draining the group of its energy** هو شخص يتصرف بطريقة تؤدي إلى الانقسام أو تستنزف طاقة المجموعة? Is there a person who needs some help learning how to work in a team?
 - Think about the group as a whole
 - Someone has to think about the group as a whole. Is the **group cohesive**? Do people in the group have a **shared vision**? Is there **trust and** a sense of mutual **support**? Does the **group need some training** to help it function better? Are there some **policies the group needs to strengthen** it?

How to Set goals?

- ❑ Get the work done & Recruit and teach others to become leaders
- Here are **some steps** you can take:
 - Find **people who have leadership potential**. There are people all around you who would love to be invited to lead something.
 - Help **people view themselves as leaders**. You can do this by helping them notice the informal leadership they have already taken in their lives. Are they parents? – that is certainly a leadership position.
 - Help **people identify the reasons** they want to lead.
 - **Listen to people talk about what is important to them and what they wish they could change.**

How to Set goals?

- ❑ Get the work done & Recruit and teach others to become leaders
 - **Assist people to choose leadership goals** that are attainable and that will help them build their confidence. Nothing succeeds like success.
 - **Support people while they work to reach their goals.** Listen to them talk about their successes and their feelings of discouragement; appreciate them and encourage them to keep going.
 - **Support people when they make mistakes.** Everybody needs help when they make mistakes. Help them get on the right track and encourage them to stick with it.
 - **Challenge people to take the next step.**



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Types of Leadership



Democratic Leadership
Decisions based on input



Autocratic Leadership
Decisions from a single source



Laissez-Faire Leadership
Decisions come from individual employees



Strategic Leadership
Decisions based on strategy and goals



Transformational Leadership
Pushing to think and work in new ways



Transactional Leadership
Employees get rewarded for work



Coaching Leadership
Leader nurtures individuals



Bureaucratic Leadership
Decisions come from company policy



Visionary Leadership
Energetic focus on the future



Pacesetter Leadership
Leaders set ambitious goals



Situational Leadership
Decisions and leadership styles vary by situation



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Methods of Leadership

**LEADERSHIP
BUILDING TRUST**



- ❑ **Pure exercise of power** ممارسة نقية للسلطة. "My way or the highway." If you don't do what the leader demands, no matter how unreasonable, you're gone. **The leader's decisions are not open to question or discussion**, and no one else gets to make decisions.
- ❑ **Political scheming** مكيدة سياسية. **The leader plays people off against one another**, creates factions الفصائل within the organization, **cultivates "allies حلفاء" and isolates "enemies,"** and builds up (through favors or overlooking poor performance من خلال المحاباة أو التغاضي عن الأداء الضعيف) personal debt which can be cashed in when needed, in order to **manipulate people and events as he wishes.**



- ❑ **Using relationships** استخدام العلاقات . The leader develops strong positive relationships with all or most of the people in the organization, and uses these relationships to steer people in particular directions. People do what they're asked because of their relationships with the leader, rather than for reasons connected to the tasks themselves.
- ❑ **Setting an example** قدوة أو مثل أعلى . The leader may or may not demand or request particular behavior or actions, but the leader will demonstrate them, and expect or imply that others will follow.

- ❑ **Persuasion** إقناع . The leader convinces people through argument, reasoning, selling techniques, or other persuasive methods that what the leader wants is, in fact, the best course, or in line with what they want to do.
- ❑ **Sharing power** تقاسم السلطة . Some leaders choose to exercise at least some leadership through the other stakeholders in the organization. In this situation they may give up some personal power in return for what they see as more ownership of decisions, goals, and the organization itself by those involved in the decision-making process.



- ❑ **Charisma** **جاذبية**. Some leaders are charismatic enough to simply pull others along by the power of their personalities alone. They may, in fact, advocate **يدافع عن** and accomplish **ينجز** wonderful things, but they do it through people's loyalty to and awe of them **الولاء لهم والرغبة منهم**.
- ❑ **Involving followers in the goal** **إشراك الأتباع في الهدف**. The leader gets others to buy into the **vision** for the organization, and to make it their own. The leader may accomplish this through charisma, through the force of the belief in power and rightness of the vision, or through the nature of the vision itself.

- ❑ **Various combinations of these and other methods.**
 - The combination of the leader's and organization's conception of leadership and the leader's way of leading does much to define leadership style. In addition, the characteristics of the leadership are almost always reflected in the relationships within and among the staff, participants, Board, and others related to the organization, as well as in its policies, procedures, and program.



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W4 Lecture



1. The Great Man Theory نظرية الرجل العظيم

- ❑ One of the first theories on leadership makes **the assumption** that **these qualities are inherent**, which indicates that leaders are born, not created, and cannot be learned. This hypothesis asserts that a leader has certain innate **فطري** human characteristics, such as:

- | | |
|-----------------|----------|
| ▪ Glamour | ▪ البهجة |
| ▪ Decisive | ▪ حاسم |
| ▪ Wisdom | ▪ حكمة |
| ▪ Daring | ▪ جرأة |
| ▪ Assertiveness | ▪ إصرار |
| ▪ Appeal | ▪ جاذبية |



1 Great Man Theory

In the 1840s Thomas Carlyle suggests great leaders are born, not made.

INTRINSIC LEADERSHIP TRAITS
DEFINING A DESTINED LEADER:

 Intelligence	 Sociability
 Confidence	 Charisma

1. The Great Man Theory نظرية الرجل العظيم

- ❑ This viewpoint emphasizes the fact that individuals cannot be taught to be effective leaders. It's a quality that either you have, or you don't. These abilities come naturally; thus, you cannot learn them or receive training in them.
- ❑ In addition, the idea holds that these leadership qualities are constant over time and apply to all organizations, regardless of the setting in which these leaders are employed. The idea that exceptional leaders emerge when they are required is another tenet of this leadership ideology.

2. Trait Theories of Leadership نظرية السمات

- ❑ Theories that **sought personality, social, physical or intellectual traits** السمات الشخصية والاجتماعية والجسدية والفكرية وتمييز القادة عن غير القادة. **and differentiated leaders from non-leaders.**
- ❑ Leaders tend to be described as: **confident, iron-willed, determined & decisive** محدد وحاسم (Margaret Thatcher, Mandella, Sadat). Whom else?? يتمتع بشخصية كاريزمية ومتحمس وشجاع
- ❑ Other terms used include: **Charismatic, Enthusiastic & Courageous**
- ❑ Research failed to show consistent attributes that differentiated LEADERS from NON LEADERS فشلت الأبحاث في إظهار السمات المتسقة التي تميز القادة عن غير القادة ومع ذلك، كانت الأبحاث ناجحة في تحديد السمات التي ترتبط دائمًا بالقادة.
- ❑ However, research was successful in identifying traits that were CONSISTENTLY ASSOCIATED WITH LEADERS.

❑ 6 Traits in which LEADERS Differ from Non-Leaders:

- Ambition & Energy
- The Desire to Lead
- Honesty & Integrity
- Self-Confidence
- Intelligence
- Job-Relevant Knowledge and more recently,
- High self-monitors (high flexibility in adjusting their behavior in different situations)



Leadership Traits

□ Personality

- Verbal facility براعة لفظية
- Honesty أمانة
- Initiative مبادر
- Aggressive عنيف
- Self-confident واثق من نفسه
- Ambitious طموح
- Originality أصالة
- Sociability اجتماعي
- Adaptability القدرة على التكيف

□ Intelligence

- More intelligent than non-leaders أكثر ذكاءً من غير القادة
- Scholarship لديه القدرة على التعلم معرفة
- Knowledge أن تكون قادرًا على إنجاز الأمور
- Being able to get things done

□ Physical

- Doesn't seem to be correlated لا يبدو أنها مرتبطة



2. Leadership Traits from the Follower's Perspective

- ❑ A somewhat different approach to identifying leadership characteristics was **based on the opinions of individuals who were both followers and leaders**. This study collected the views of many thousands of individuals from business and government, participating in university executive development programs (Kouzes and Posner, 2002).
- ❑ When asked 'What do you look for and admire in your leader?', there was considerable **consensus** among these individuals in that they reported that leaders need to be: **1. honest; 2. forward looking; 3. inspiring; 4. competent; 5. fair minded; 6. supportive; 7. broad minded; 8. intelligent.**

1. صادق؛ 2. التطلع إلى الأمام. 3. ملهم؛ 4. كفؤ؛
5. منصف؛ 6. داعم؛ 7. واسع الأفق. 8. ذكي.

2. Leadership Traits in Summary

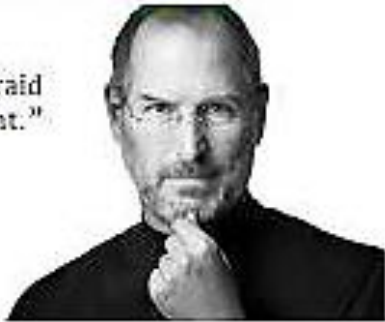
- ❑ Research into leadership traits has revealed that the more of the traits individuals possess, the more effective their leadership.
- ❑ A more practical approach, however, is to recognize that some broad leadership characteristics are relatively central, and although not absolutely required in all cases, will tend to correlate positively with effectiveness in leading others.

- ❑ This type of leadership theory focuses on a leader's actions and **behavior**, with very little emphasis on their qualities and traits.
- ❑ According to behavioral leadership theory, **an effective leader has many acquired skills**. In addition to it, the theory also considers that an individual can learn skills to become a good leader.
- ❑ So, theories proposing that specific behaviors differentiate leaders from non-leaders.
- ❑ If so, **we could train non-leaders to become leaders**.
- ❑ These theories had some success in identifying consistent relationships between Leadership & Group Performance.

Behavioral theory

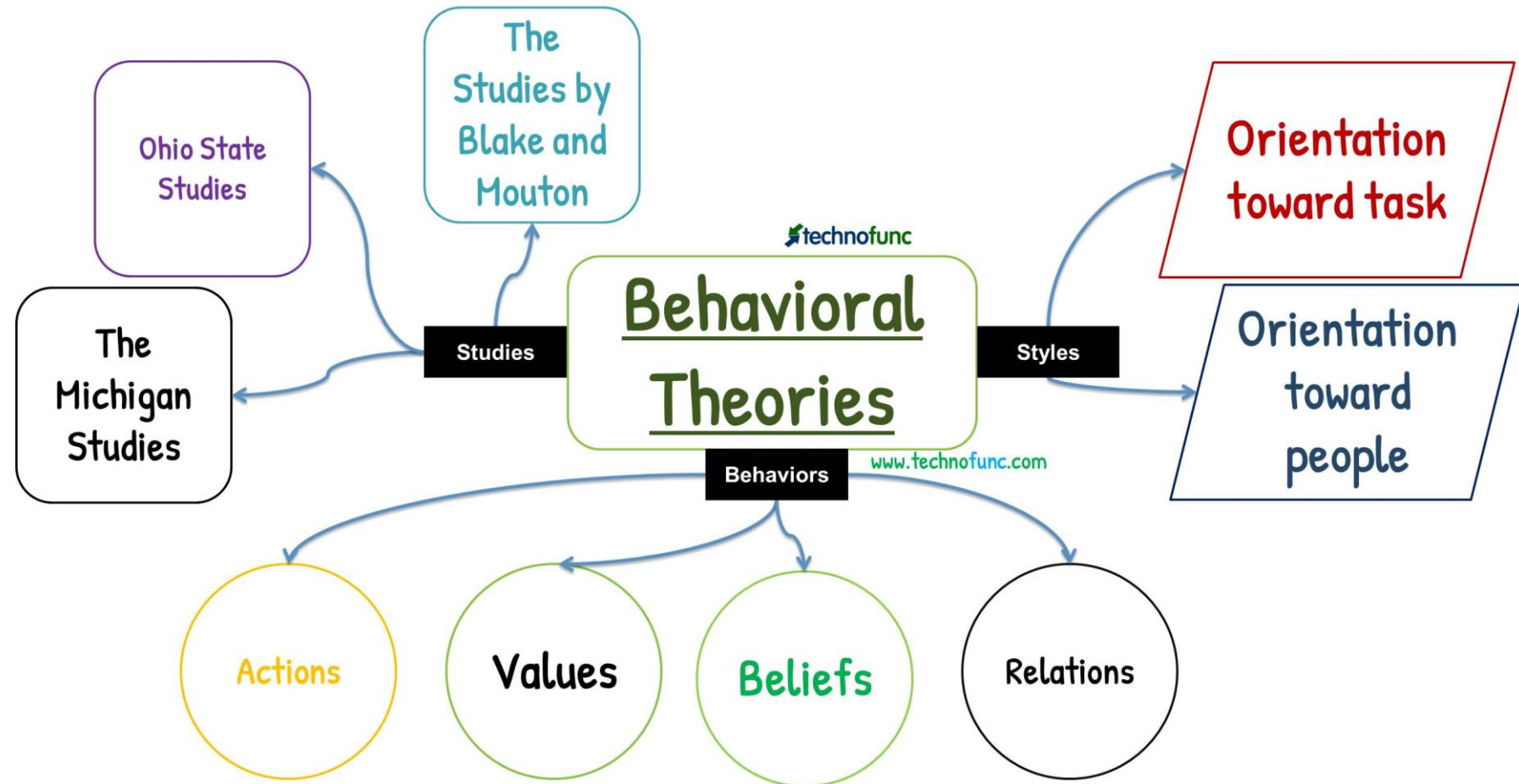
"Don't be afraid to be different."

- Steve Jobs



Don't be afraid, you can do it.

Steve Jobs



W4 Lecture 4. Transactional & Transformational Theories

نظريات قيادة المعاملات والقيادة التحويلية

A different view, popularized by James MacGregor Burns, contrasts two styles of leadership: transactional and transformational.

- ❑ **Transactional Leader قائد المعاملات : One who guides or motivates their followers** in the direction of established goals by clarifying **role and task** requirements.
- ❑ **Transactional leadership** views leadership as based on transactions between leader and followers. Thus rewards, punishments, exchanges (economic, emotional, physical) and other such "transactions" are the basis of leadership.
 - An organization leads by paying you and telling you what you need to do; you respond by doing what you need to do efficiently and well, and the organization will prosper.

W4 Lecture 4. Transactional & Transformational Theories

نظريات قيادة المعاملات والقيادة التحويلية

- ❑ **Transformational Leader القائد التحويلي** : One who inspires followers to transcend (go beyond) their own self-interests for the good of the organization, provide personal consideration and intellectual stimulation, and who possess charisma (heroic or extraordinary leadership abilities observed by the followers).

الشخص الذي يلهم أتباعه لتجاوز مصالحهم الذاتية من أجل مصلحة المنظمة ، وتقديم الاعتبار الشخصي والتحفيز الفكري، والذين يمتلكون الكاريزما (قدرات القيادة البطولية أو الاستثنائية التي يلاحظها الأتباع).

- ❑ **Transformational leadership** sees a true leader as one who can distill the values and hopes and needs of followers into a vision, and then encourage and empower followers to pursue that vision.

يرى القائد الحقيقي باعتباره الشخص الذي يمكنه استخلاص قيم وآمال واحتياجات الأتباع في رؤية ، ثم يشجع الأتباع ويمكنهم من متابعة هذه الرؤية.



W4 Lecture 4. Transactional & Transformational Theories

نظريات قيادة المعاملات والقيادة التحويلية

- ❑ **A transactional leader** thinks of improvement or development as doing the same thing better: an organization that reaches more people, a company that makes more money.

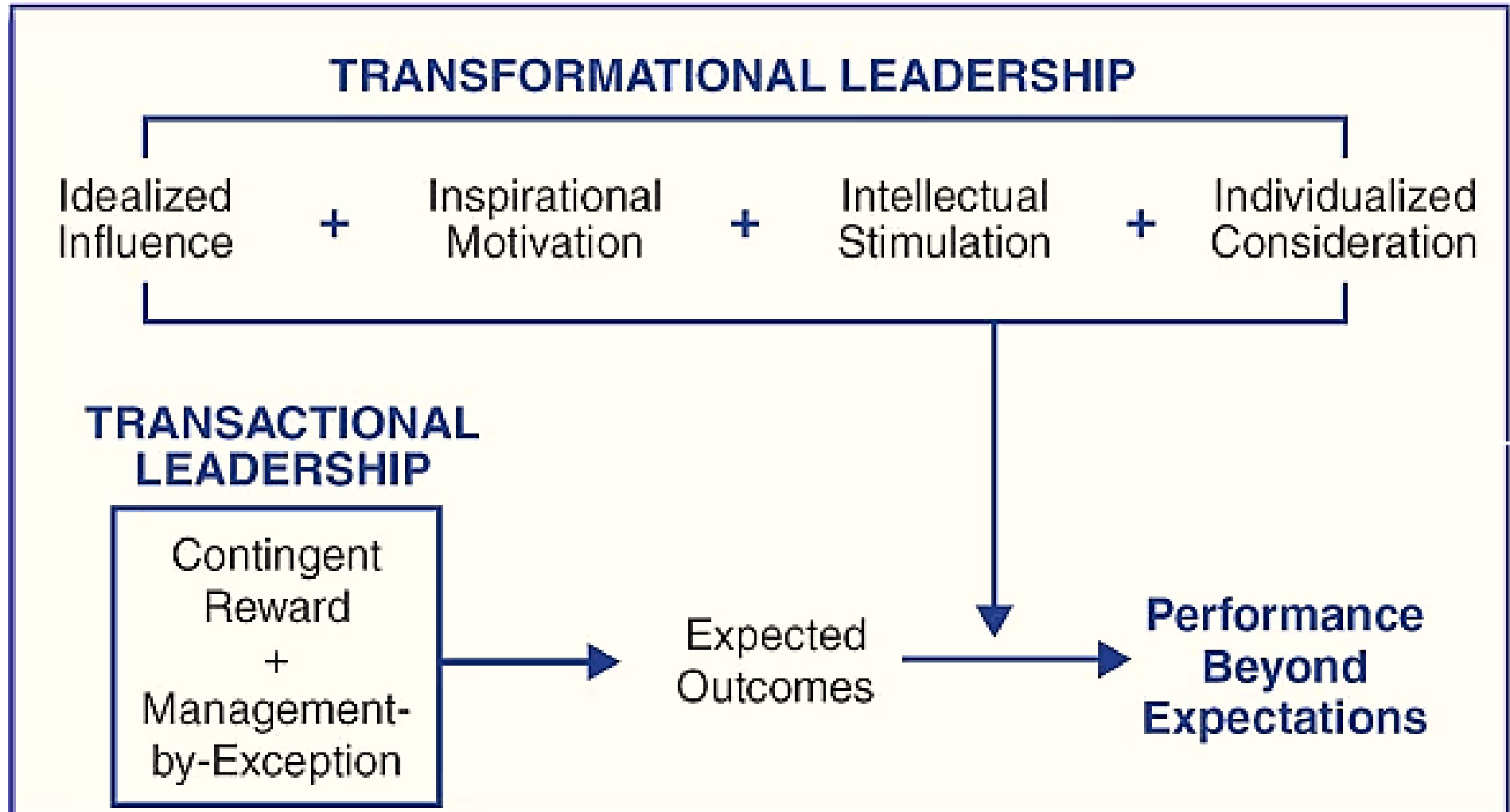
يفكر قائد المعاملات في التحسين أو التطوير على أنه القيام بنفس الشيء بشكل أفضل: منظمة تصل إلى عدد أكبر من الأشخاص ، شركة تحقق أرباحًا أكثر.

- ❑ **A transformational leader** thinks about changing the world, even if only on a small scale.

يفكر القائد التحويلي في تغيير العالم ، حتى لو كان ذلك على نطاق ضيق.

W4 Lecture 4. Transactional & Transformational Theories

نظريات قيادة المعاملات والقيادة التحويلية



W4 Lecture 5. Contingency theory of leadership

نظرية الاحتمالات

- ❑ Often called the **situational leadership theory** **نظرية القيادة الموقفية**, it is one of the versatile **متعدد الجوانب** leadership theories that suggest that **different leadership styles suit different situations**. In these types of leadership theories, **leaders must adapt their leadership style depending on their situation, which increases innovation and effectiveness**.
- ❑ The leadership theory helps leaders become versatile **متنوع القدرات** and adapt to different situations easily. It makes their transition from one phase to another easy and also gives them the skills and knowledge required to tackle difficult situations.



- ❑ According to the contingency hypothesis, there is no one right way to run an organization. Determining the optimal strategy for leading an organization to achieve depends on both internal and external considerations. The right candidate should fit the correct scenario, according to the contingency theory.
- ❑ The management strategy that will help the organization achieve its objectives in a particular situation is decided by the leader.
- ❑ According to this view, situations determine whether or not leaders are effective. No matter how successful a leader is, the idea explains, difficult situations will always arise. It emphasizes that the leaders are aware that the conditions in combination with their abilities have a role in their achievement.



W4 Lecture 5. Contingency theory of leadership

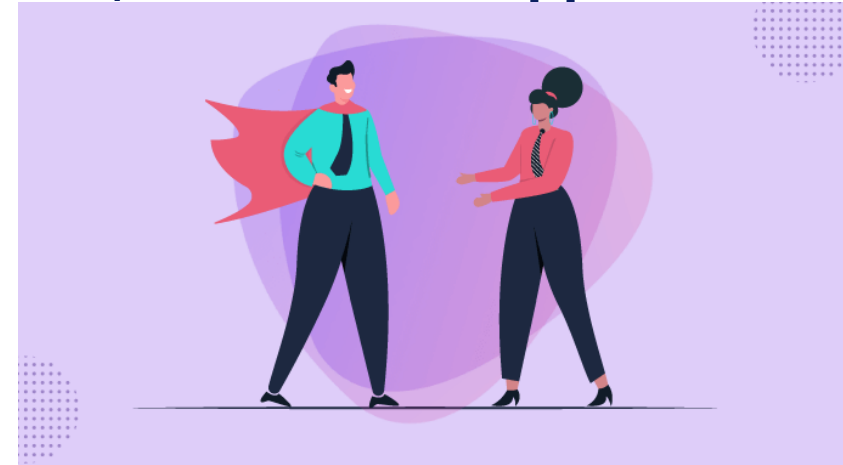
نظرية الاحتمالات

❑ The following elements influence the leadership style, based on contingency theory:

- Management approach
نهج الإدارة
- Work speed
سرعة العمل
- Organizational policies and culture
السياسات والثقافة التنظيمية
- Employee spirit
روح الموظف
- Employees' level of maturity
مستوى نضج الموظفين
- Relationship between coworkers or members of a team
العلاقة بين زملاء العمل أو أعضاء الفريق
- Organizational objectives
الأهداف التنظيمية
- Environment and routine at work
البيئة والروتين في العمل

6. Neo-Charismatic Theories النظريات الكاريزمية الجديدة

- ❑ Leadership theories that stress symbolism, emotional appeal and extraordinary follower commitment
- ❑ They include:
 - Charismatic Leadership
 - Transformational & Transactional
 - Visionary Leadership



Key Characteristics of Charismatic Leaders

- ❑ Vision & Articulation الرؤية والتعبير (expressed as an idealized goal that proposes a better future than status quo & الوضع الراهن in understandable terms to others)
- ❑ Personal Risk
- ❑ Environmental Sensitivity (realistic assessment of environmental constraints قيود & resources to bring about change)
- ❑ Sensitivity to Follower Needs & Feelings
- ❑ Unconventional Behavior السلوك غير التقليدي (novel & counter to norms)

W4 Lecture

6. Neo-Charismatic Theories

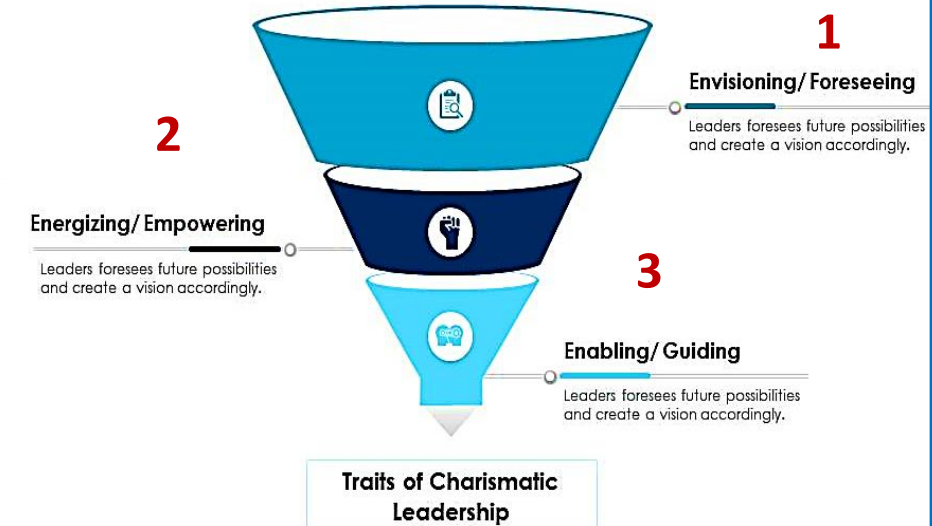
The Charismatic Leader

- ❑ Charismatic leaders may affect an organization and the individuals they lead in a strong, positive way.
- ❑ However, this leadership style can also lead to dangerous situations if used in the wrong manner.
- ❑ Charismatic leadership is defined by three behavioral dimensions: **envisioning** تصور (communication about vision), **energizing** تنشيط (communication about passion), and **enabling** تمكين (communication about care and support).

3Es: Envisioning, Energizing, Enabling
“Vision, Passion, and Care”

Charismatic Leadership Theory

The purpose of this slide is to provide the charismatic theory of leadership to possess some extraordinary and exceptional qualities to become an effective leader.



6. Neo-Charismatic Theories

The Pros and Cons of Being a Charismatic Leader

Pros

- Extremely motivating and encouraging
- Fosters a sense of friendship, cooperation, and community
- Makes subordinates followers feel noticed and appreciated
- Builds momentum for sustainable change

Cons

- Can cause leaders to concentrate on themselves rather than their followers
- Can encourage self-centered behaviors
- Often seen as superficial or presumptuous



6. Neo-Charismatic Theories

القيادة الحكيمة / الرؤية Visionary Leadership

- ❑ Ability to create and articulate a realistic, credible, attractive vision of the future for an organization or department that grows out of and improves upon the present (status quo).
- ❑ Visions: are inspirational, value-centered, unique, challenging, but attainable ممكن تحقيقها , with superior imagery & articulation, offer a view of the future, fit the times & circumstances and can make an organization —”stand above the crowd”

6. Neo-Charismatic Theories

Visionary Leadership

❑ Visionary Leaders Have **3 Common Qualities**:

- Ability to explain vision
- Express vision thru من خلال his/her behavior
- Extend vision to different leadership contexts so as to be applied in different situations, e.g. in various departments of marketing, sales, accounting, HR, and in all geographic locations of the company

W4 Lecture

6. Neo-Charismatic Theories

Five Principles Of Visionary Leadership

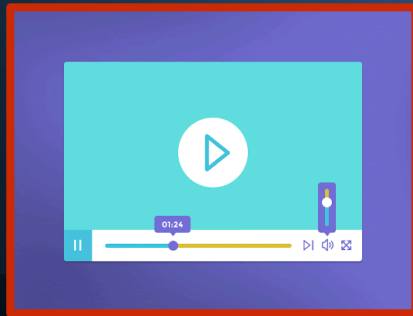
- **Challenge the Process** - Be a pioneer - encourage innovation and support people with ideas.
- **Be Enthusiastic** - Inspire others through personal enthusiasm to share in a common vision.
- **Help Others to Act** - Be a team player and support the efforts and talents of others.
- **Set the Example** - Provide a consistent role model of how others can and should act.
- **Celebrate Achievements** - Bring emotion into the workplace and rally "hearts" as well as "minds."





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Trait VS Transformational?

SOME TRAITS OF BILL GATES'S LEADERSHIP STYLE

- *Pursuing what he loves*
- *Working tirelessly*
- *A Visionary*
- *Helping others by giving back*
- *Learning-Focused*
- *Passionate*



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- ❑ General Advice
 - Take advantage of the transition period
 - Get advice and counsel
 - Show empathy to predecessor السلف
 - Learn leadership
- ❑ Challenges
 - Need knowledge quickly
 - Establish new relationships
 - Expectations
 - Personal equilibrium التوازن الشخصي

- 1) Not learning quickly
- 2) Isolation
- 3) Know-it-all
- 4) Keeping existing team
- 5) Ignoring Potential Problems
- 6) Taking the Easy Path
- 7) Ignoring Feedback, You Don't Like

Seven Basic Principles

- 1) Have 2-3 years to make measurable financial and cultural progress
- 2) Come in knowing current strategy, goals, and challenges. Form hypothesis on operating priorities
- 3) Balance intense focus on priorities with flexibility on implementation....
- 4) Decide about new organization architecture
- 5) Build personal credibility and momentum
- 6) Earn right to transform entity
- 7) Remember there is no —"one" way to manage a transition



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W4 Lecture

Leading Effectively

The 70-20-10 Rule



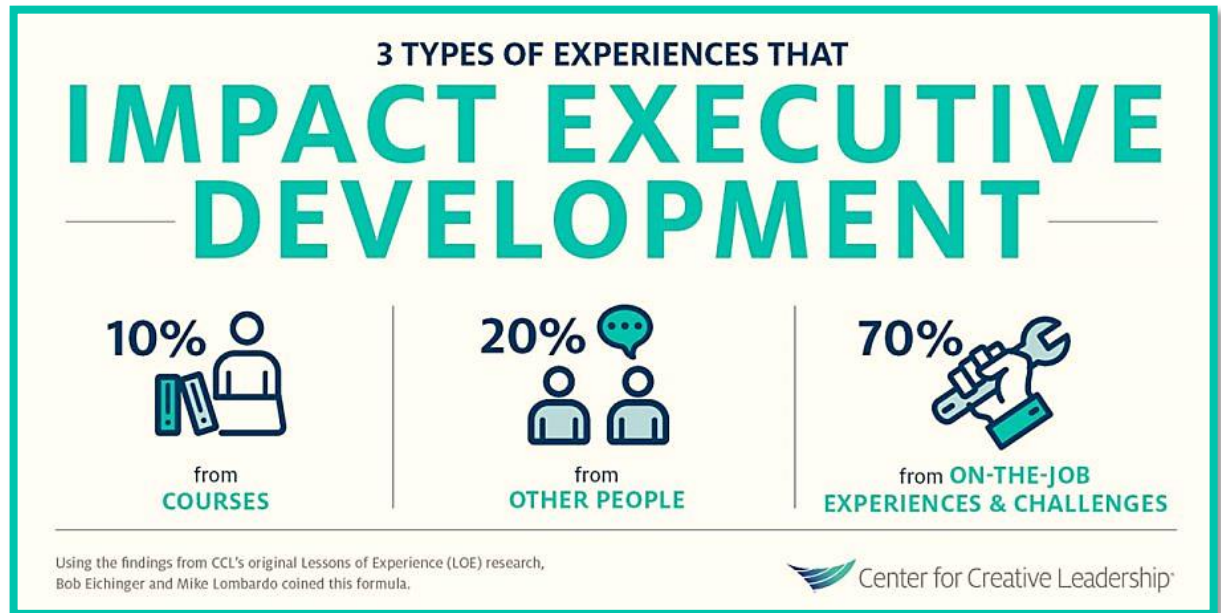
- ❑ *The 70-20-10 rule emerged from over 30 years of Lessons of Experience research*
- ❑ According to the 70-20-10 rule, leaders learn and grow from 3 types of experience, following a ratio of:
 - 70% challenging experiences and assignments
 - 20% developmental relationships
 - 10% coursework and training
- ❑ The underlying assumption of the 70-20-10 rule is that leadership can be learned that leaders are made, not born.

A leader's ability and willingness to learn from experience is the foundation for leading with impact.

قدرة القائد واستعداده للتعلم من الخبرة هو الأساس للقيادة ذات التأثير.

The 70-20-10 Rule for Leadership Development

- ❑ The 70-20-10 rule reveals that individuals tend to learn 70% of their knowledge from challenging experiences and assignments, 20% from developmental relationships, and 10% from coursework and training.
- ❑ Skilled training specialists can help an organization establish a shared knowledge base and align its members with respect to a common leadership vision and the 70-20-10 rule.





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W4 Lecture

Leadership Self-Assessment Exercise 3

Do You Have Charismatic Tendencies?



Leadership Self-Assessment Exercise 3

Do You Have Charismatic Tendencies?

- **Instructions:** To investigate your charismatic tendencies, answer the questions below. This quiz devised by Prof. Jay Conger, a leadership expert at the USC school of business. If your present situation doesn't apply to the question, imagine how you would react if placed in the situation.

Leadership Self-Assessment Exercise 3

Questions

1. I worry most about
 - a. my current competitors.
 - b. my future competitors.
2. I'm most at ease thinking in
 - a. generalities
 - b. specifics.
3. I tend to focus on
 - a. our missed opportunities.
 - b. opportunities we've seized.

Leadership Self-Assessment Exercise 3

Questions

4. I prefer to
 - a. promote traditions that made us great.
 - b. create new traditions.
5. I like to communicate an ideas via
 - a. a written report.
 - b. a one-page chart.
6. I tend to ask,
 - a. "How can we do this better?"
 - b. "Why are we doing this?"

Leadership Self-Assessment Exercise 3

Questions

7. I believe
 - a. there's always a way to minimize risk.
 - b. some risks are too great.
8. When I disagree with my boss, I typically
 - a. coax him/her nicely to alter his/her view.
 - b. bluntly tell him/her, "You're wrong."
9. I tend to sway people by using
 - a. emotion.
 - b. logic.
10. I think this quiz is
 - a. ridiculous.
 - b. fascinating.

Leadership Self-Assessment Exercise 3

Do You Have Charismatic Tendencies?

- 10 Questions
- Scoring and interpretation:

Answers:

1. b; 2. a; 3. a; 4. b; 5. b;
6. b, 7. a; 8. b; 9. a; 10. b

If you responded this way to 4 or fewer questions, you probably don't have much charisma.

7 or more? You ooze it!

We learned about

- ☐ Types of Leadership
- ☐ Methods of leadership
- ☐ Theories of Leadership
 - ☐ 1. The Great Man Theory
 - ☐ 2. Trait Theories of Leadership
 - ☐ 3. Behavioral Theories of Leadership
 - ☐ 4. Transactional & Transformational Theories
 - ☐ 5. Contingency theory of leadership
 - ☐ 6. Neo-Charismatic Theories
- ☐ New Leaders Take Note & Traps
- ☐ Leading Effectively: The 70-20-10 Rule
- ☐ Self-Assessment Exercise 3
 - Do You Have Charismatic Tendencies?

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