



Leadership Theory and
Models in Practice

AEE 303 and AEE 503



◆ Think, pair, share



Leadership – a working
definition

◆ Yukl

“Leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives.”

Leader Effectiveness

◆ Types of Leader Behavior (Yukl)

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    graph LR
      A[Inspiration and vision] --> B[Efforts by followers]
      C[Training, coaching, supporting] --> D[Skill development in followers]
      B --> E[Production]
      D --> E
      E --> F[Profits, Products, End results]
  
```

Jago's Model

◆ Arthur G. Jago (1982)

- ◆ Organized leadership theories based on focus and approach to leadership.
- ◆ "**Focus**" refers to whether leadership is viewed as traits or actions.
- ◆ "**Approach**" refers to whether a particular theory or model of leadership takes a universal or a contingent perspective. (Hold that thought!)

		Approach	
		Universal Approach	Contingent Approach
Focus	Focus on Traits	Type I Theories	Type II Theories
	Focus on Behaviors	Type III Theories	Type IV Theories

Jago's Model

◆ **Focus on Traits:** Theories portray leaders as having certain personality traits that distinguish them from followers. (Traits are persistent)

◆ **Focus on Behavior:** Theories portray leadership as observable actions instead of personality traits.

		Approach	
		Universal Approach	Contingent Approach
Focus	Focus on Traits	Type I Theories	Type II Theories
	Focus on Behaviors	Type III Theories	Type IV Theories

Jago's Model

Jago's Framework of Leadership Theories

		Approach	
		Universal Approach	Contingent Approach
Focus	Focus on Traits	Type I Theories	Type II Theories
	Focus on Behavior	Type III Theories	Type IV Theories

- ◆ **Universal Approach:** There is a universal formula of traits or behavior for an effective leader. ("one best way" to lead in all situations).
- ◆ **Contingent Approach:** Leadership depends on the specific situation.

Einstein moment Kersey and Blanchard

- ◆ Einstein moment Kersey and Blanchard

Situational Leadership Model

FOUR LEADERSHIP STYLES

(HIGH) ↑ SUPPORTIVE BEHAVIOR
 High Supportive and Low Directive Behavior (S3) High Directive and High Supportive Behavior (S2)
 ↓ (LOW) SUPPORTIVE BEHAVIOR
 Low Supportive and Low Directive Behavior (S4) High Directive and Low Supportive Behavior (S1)
 (HIGH) DIRECTIVE BEHAVIOR (LOW) DIRECTIVE BEHAVIOR
 (HIGH) (MODERATE) (LOW)
 D4 ← D3 ← D2 ← D1
 DEVELOPED ← DEVELOPING
 DEVELOPMENT LEVEL OF FOLLOWER(S)



Transformational Leadership

- ◆ Similar to charismatic leadership.
- ◆ Leaders broaden and elevate the interests of followers.
- ◆ Consider the needs of the individual more.
- ◆ Provide more intellectual stimulation than charismatic leaders.



Transformational leaders...

- ◆ Develop a sense of what the organization can become.
- ◆ Recruit others with similar values.
- ◆ Resolve conflicts in ways that elevate values.
- ◆ Constantly communicate values.
- ◆ Use parables to communicate shared values.
- ◆ Nurture tradition.



Transformational Leadership

Leaders combine theories (trait, behavioral and contingency)

Leaders are usually charismatic and visionary, can inspire followers to transcend their own self interest for the good of the organization.

Research indicates that transformational leadership is strongly correlated with low turnover rates, high productivity and employee satisfaction.




Who cares?

- ◆ *Why worry with leadership and personal development? The job is too tough as it is without having to add in this leadership stuff.*




Today, In America

- ◆ Every second a public school student is suspended.*
- ◆ Every 9 seconds a high school student drops out.*
- ◆ Every 13 seconds a public school student is corporally punished.*



Today, In America


- ◆ Every 20 seconds a child is arrested.
- ◆ Every 22 seconds a baby is born to an unmarried mother.
- ◆ Every 35 seconds a child is confirmed as abused or neglected.
- ◆ Every 35 seconds a baby is born into poverty.
- ◆ Every 38 seconds a baby is born to a mother who is not a high school graduate.
- ◆ Every minute a baby is born to a teen mother.




Today, In America

- ◆ Every 4 minutes a child is arrested for drug abuse.
- ◆ Every 8 minutes a child is arrested for violent crimes.
- ◆ Every 41 minutes a child or teen dies in an accident.
- ◆ Every 3 hours a child or teen is killed by a firearm.
- ◆ Every 5 hours a child or teen commits suicide.

Children's Defense Fund
(Based upon 180 days of seven hours each.)




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- ◆ Based upon 180 days of seven hours each.




The problem

- ◆ Our mission:
 - “Train up a child in the way he should go: we he is old, he will not depart from it.” (KJV)
- ◆ Our response:
 - “They will not stand still long enough to train!”
 - Confusion – we don't understand them.
 - Frustration – we don't understand what they do.
 - Fear – we worry about their faith and salvation.




Starting point

- ◆ Research about generations is very stable.
- ◆ **BUT**, this doesn't apply to everyone!
- ◆ It is very easy to over-generalize or stereotype.



Pre-Baby Boomers

- ◆ THE GREATEST GENERATION!
- ◆ Survived the depression and WWII.
- ◆ Dedicated to:
 - Sacrifice
 - Discipline
 - Duty
- ◆ Great work ethic – delayed gratification.
- ◆ Church attendance.




Pre-Baby Boomers

- ◆ Characterized by their:
 - Conformity.
 - Response to authority.
 - Desire for teamwork. *"The guy who relaxes is helping the axis!"*
- ◆ *"We were so poor, we didn't know there was a depression."*
- ◆ *"I want my kids to have it better than I had."*




Baby Boomers – 1945 to 1964

- ◆ People like your instructor!
- ◆ 77 million people.
- ◆ Post war affluence – “Leave It To Beaver”
- ◆ We are special – advantaged.



Baby Boomers – 1945 to 1964

- ◆ Characterized by:
 - Individuality, non conformists.
 - Personal fulfillment – “It is all about me!”
 - Self improvement to “make a difference”.
 - Laverne and Shirley was a lie! Hint: they wanted to make a difference.




Baby Boomers – 1945 to 1964

- ◆ We can make ourselves better.
- ◆ Went from “all you need is God” to all you need is love”
- ◆ John Lennon/Beatles – “*We are bigger than God.*”
- ◆ Schools and churches building/growing.




Baby Boomers

- ◆ A transitional generation.
- ◆ Fasten your seatbelts for Gen. X!




Generation X – 1964 - 1979

- ◆ Grandkids of the greatest generation – filtered through the “me” generation.
- ◆ 17 million people – 60 million less than BB’s.
- ◆ The “dust cloud” of the boom.
- ◆ Low priority kids.
- ◆ Schools outdated/scores down.



Generation X

- ◆ Schooled during the disillusioned 70’s and 80’s.
 - Gas shortage.
 - Disco! (A moment of silence for Maurice Gibb)
 - Inflation, Watergate, Vietnam War exodus.
- ◆ “No God” instead of “Know God”.



Generation NeXt – 1979

- ◆ Baby Boomlet – 32 million teens.
- ◆ “Like Generation X under the influence of Mountain Dew”.
- ◆ These kids know:
 - Dual careers.
 - Divorce.
 - Latchkey homes.
 - Less supervision.



Generation NeXt – 1979

- ◆ These kids know:
 - Diversity.
 - Media and media hype.
 - Technology.
 - AIDS.
 - Risk/danger.




Generation X

- ◆ Pragmatic
 - Free of guilt based bonds.
 - Creative and irreverent.




Generation X

- ◆ Self-reliant
 - Independent.
 - They expect to take care of themselves.
 - Entrepreneurial.




Generation X

- ◆ Survival mentality
 - Distrustful and wary.
 - “Don’t get your hopes up” type of people.




Generation X

- ◆ Aggressively unsentimental
 - “Don’t look like you care!”
 - Emotionally repressed – “Don’t let them see you sweat, cry, laugh, etc.”




Generation X

- ◆ Skeptical
 - High value on their experiences.
 - Doubt truth.




Generation X

- ◆ Risk-takers
 - No Fear tee shirts?
 - Extreme whatever.




Generation X

- ◆ Relationships
 - Reliance on friends.
 - Distrustful of older people.
 - Little intimacy.
 - Lots of relationship experimentation (very dangerous).




Generation X

- ◆ Diversity
 - Comfortable with people of color.
 - 69% Caucasian.
 - Non judgmental.




Generation X

- ◆ Consumer mentality
 - Used to being served.
 - Instant gratification.
 - Knowledgeable about money.




Generation X

- ◆ Techno literate
 - Wired at birth!
 - No manuals – just try to make it work!
 - Impatient with the technically illiterate.




Generation X

- ◆ What we SHOULD NOT do.
 - Nothing.
 - Ignore them – they will not be ignored.
 - Condemn or judge them – not our job.




Generation X

- ◆ Our response
 - Make consequences clear.
 - Make expectations consistently clear. (Model)
 - Critically evaluate data.



Generation X

- ◆ Our response
 - Connect behavior to outcomes.
 - Show what it looks like to care.
 - Become technologically literate.




Public Agenda (1999)

- ◆ Youth think...
 - They have good relationships with their parents, strong religious beliefs, and good friends.
- ◆ Adults think...
 - teens lack values, character, and basic civility



Teaching Leadership

In the agricultural education classroom




Some considerations

- ◆ Effective teaching, in part,:
 - Is systematic.
 - Is relevant to student interest's and needs.
 - Is interesting.
 - Connects to student's personal experiences.
- ◆ Leadership instruction in schools is often:
 - Informal.
 - Disconnected from real-life, or authentic experience. The student is only playing the role of leader.



Leadership opportunities

- ◆ State FFA leadership conferences:
 - Mega conference
 - Summer leadership conferences
 - State officer training program
- ◆ Regional, federation and local conferences
 - Regional leadership conferences are offered every fall.
 - Federation and local conferences are offered on an annual basis




Some problems...

- ◆ FFA leadership training in NC may not be:
 - Specific enough to the needs of local FFA chapters. Instructors must balance generic leadership instruction with the needs of the local FFA chapter.
 - Timely enough. The instructor must add local leadership training to regional and state endeavors.




Building the FFA leadership training program

- ◆ Key ingredients
 - Systematic
 - Formal instruction
 - Relevant to student's background, interest, goals
 - Authentic – room for actual failure or success




Lesson plans

- ◆ Interest approach
- ◆ Statement of objectives
- ◆ Presentation of material
- ◆ Guided practice
- ◆ Independent practice
- ◆ closure




The leadership training program

- ◆ You are an FFA advisor, how would you go about training a new chapter officer leadership team?
 - The team consists of the following:
 - Six chapter officers
 - 15 committee chairpersons (selected by the chapter officers)
 - Training should commence on May 31, 2006, which is six days after the FFA banquet at which the officers were elected.




The leadership training program

- ◆ The leadership training plan should these three components:
 - The name of three training activities that would comprise your leadership training program (e.g. chapter officer retreat).
 - A brief description of what you plan to accomplish at each activity. See the next slide for an example.
 - The dates in 2006 you plan to complete these activities.



The leadership program

- ◆ Example activity
 - Chapter officer Preparation Experience (COPE)
 - Agenda
 - Rules, policies and procedures for chapter operation
 - How the communication plan works.
 - Meeting schedule and tentative calendar.
 - Summer leadership experiences.
 - State leadership conference
 - Chapter officer retreat



The leadership program

- ◆ Note: For the training of the chapter POA committee chairs, it is not necessary to include the POA. Just included how you would facilitate the training of the POA chairperson.
