

Leader Behavior in Organizations



The Many Behaviors of Leaders

Developed from the Contents of
Reginald Leon Green's

Practicing the Art of Leadership: A
Problem-based Approach to
Implementing the ISLLC Standards

Chapter 3



The Many Behaviors of Leaders

- Task
- Relationship
- Participative
- Initiating Structure
- Consideration
- Visionary
- Autocratic
- Democratic
- Laissez-faire
- Situational
- Stewardship



Task Behavior

- Leaders closely supervise the work of followers, establish work standards that are high but obtainable, carefully organize tasks, and identify the methods to be used in completing the task.

Likert (1967)



Relationship Behavior

- Leaders focus on the personal needs of followers. They emphasize the development of interpersonal relations and display the kinds of behavior that motivate and influence followers to set and achieve high performance goals.

Likert (1967)



Participative Behavior

- Leaders make extensive use of group supervision and emphasize follower participation in decision making, communication, cooperation, and the resolution of conflict.

Likert (1967)



Initiating Structure

- Leaders define their behavior and the behavior of followers and develop an understanding of each. With this understanding, they establish well-defined patterns of organization, channels of communication, methods, and procedures.

Stogdill and Coons (1957)



Consideration Behavior

- Leaders express a concern for the welfare of other individuals in the school. They display warmth, trust, respect, and a willingness to consult with followers before making decisions.

Stogdill and Coons (1957)



Visionary Behavior

- Leaders have an agenda, and they are results oriented. They develop an understanding of what is desirable and possible and communicate it to others, persuading them to commit their resources and energies to its attainment.

Nanus (1992)



Autocratic Behavior

- Autocratic leaders are very direct in their behavior. They lead from a position of power, view decision making as their responsibility, take full responsibility for the completion of tasks, allowing little or no participation by followers.

Lewin, Lippitt, and White (1939)



Democratic Behavior

- Democratic leaders place emphasis on shared decision making and viewing followers as equals. They encourage members of the faculty to participate in discussions and decision making.

Lewin, Lippitt, and White (1939)



Laissez-faire

- Leaders give complete freedom to members of the faculty, displaying little concern for task completion. The faculty is left to make decisions.

Lewin, Lippitt, and White (1939)



Situational Behavior

- Leaders take into account the maturity level of followers. They give consideration to both the follower's level of ability and motivation for task completion.
- Leaders vary their behavior across situations.

Hersey and Blanchard (1982)



Stewardship Behavior

- The leader coaches, influences, and assists followers in fulfilling individual, as well as school goals.
- Responsibility is shared, as followers are empowered to participate in finding solutions to challenges.

Greenfield (1991)



Leaders of Today's Schools

- Leaders of today's schools operate with a shared vision and a compelling mission, acting on the accepted notion that collaboration is essential to their success and the success of the school.



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