Leadership Quadrants

Outline for a Practical Class on Leadership Styles
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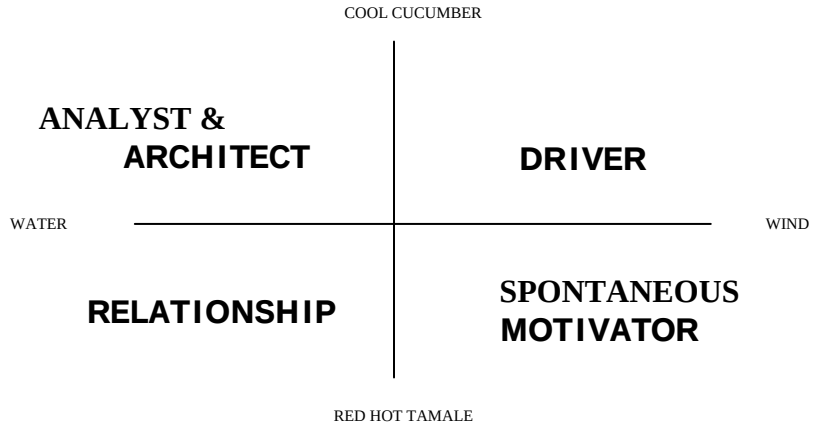
Here's a leadership class I do that no one can sleep through…unless they can doze on their feet like Giraffes. Besides keeping people active, I've found it creates a safe forum to discuss people's differences. It also legitimizes their differences. I wait until the honeymoon is over to do this exercise, as the better people know each other, the better the information.

STEPS

1. Outline a long continuum line with two ends defined as something akin to:
   *(extreme far left side) – water (or, if the group has a good ability to laugh at themselves, make up some other funny name. I sometimes use "marshmallow" or "amoeba"). I don't often voice strong opinions. Particularly if I think it will cause hurt or is a waste of time. "I put others before myself pretty consistently. I'm very flexible. You probably don't really know where I stand on issues, or what I think about you, unless you ask very directly. It's hard for me to state my own needs."
   *(extreme far right side) – wind (or make up some other funny name. I sometimes use "gun slingers" or "pit bull"). I state my opinion and take stands easily. People know exactly what I think, feel, and want. I'm an open book, and you don't even have to read the words because I tell them to you, especially if you try to cross one of my lines. Fight or Flight? Let's get real – I stay right here and tell it like it is. I don't have a problem saying "my way or the highway" if need be.
2. Students (and other instructors if you choose) place themselves anywhere on the continuum where they view themselves. Due to the don't-make-a firm- commitment clustering phenomena, I call the precise middle out of bounds.
3. Ask the group if they are willing to get and give some information about how they are being perceived on their social/leadership style. Remind them that this will be information, not definition. If the answer is no, skip the step and simply do the exercise as they see themselves. If the answer is yes, ask those who want to, one at a time, to step out of the line and move people to where they see them on the continuum. Then step back into their last placement in line and have someone else take a turn. I've found it works best if people don't feel they need to justify that they moved anyone. It can all be done silently or with a few words like "I'm going to put you here."
4. After those who want to have taken their turn moving people, tell everyone to go stand in the place where the most people placed them. If someone was moved all over the continuum, average it out or even do an informal vote of where that person is generally viewed by this particular group.
5. Without moving from their place in left/right line, next have people move themselves along a second continuum with the far end of up and down defined as:
   *up – emotionally cool (cool cucumbers)
   *down – emotionally hot (red hot tamales)
   These refer to how the person feels they are internally. People can then move individuals to how they "see" them.
6. At this point everyone will be standing somewhere in one of the four quadrants: try to explain the factors of the continuum in a non-judgmental way or else everyone will be on top of each other in the middle.



7. Explanation of Styles
    - Talk about leadership strengths, weaknesses and functions of each quadrant; (see chart at end of article).
    - Since people likely have another comfortable quadrant, ask them to move there and discuss this new view.
    - Finally, ask them to go to the quadrant that is the hardest for them to be in and let people talk about this.
    - I find it is important in the exercise to let students know what your dominant style is (or have them place you). This demonstrates that instructors have different style preferences too, but may alter functions depending on context, group and their role in the instructor team.
    - If someone is way out in the corner of one particular quadrant, it indicates, at least in this situation, they are heavily oriented to one role. What are the benefits and drawbacks to this?

8. Developing Yourself as a Leader. Everyone returns to his/her main quadrant and the discussion part of the class begins. Some ideas:
    - Have people sit down with others in their main quadrant and talk about what it is like to lead from their place. Then have them report this back to the larger group.
    - Have the quadrants talk to each other about what it is like to follow that style of leadership; what they want more of or less of from that style when leading; what they like about that style.
    - Tie this to John McConnell's article on the study of Four Functions of Leadership *(Newsletter Oct. 1996)*-what quadrant does more of which function?
    - Come up with leadership situations where certain functions are critical.

Summary

The four quadrants represent key aspects needed in leadership and functional groups. Leaders come from all quadrants. Preferred style is less important than maturity of that style and the ability to move around the quadrants as needed. A goal of developing yourself as a leader is to be aware of your comfortable quadrants and less comfortable quadrants. This can help you know your strengths and work on your weaker areas, listen to other ways of doing things, try new things and seek appropriate help. People need to lead with a style that fits them, fits the situation and fits the group. If groups are missing people in some of the quads or have everyone bunched in one or two, have the group discuss what the implication of this might be.

This exercise often acts as a segue for subsequent discussion about such topics as gender and leadership styles; how your role and situation can dictate your style; what styles society (and NOLS) views as good leadership; whether it is possible to be a good leader if you reside mainly in one quadrant; what happens to leadership styles under stress, etc.

Some Things I and Others Have Noticed While Doing This Exercise

- No matter how you phrase it, someone may tell you this exercise is reductionary—of course, they're right.
- Emotional maturity is a key aspect of good leadership and seems only tangentially related to age.
- Not all leadership situations and roles are suited to all styles, but that's always an interesting debate.

Excellent peer leadership and active followership is when every member of a group picks up the important functions when they see they are missing, i.e. "I see what isn't happening here and I'll do it." There may be a designated leader or a hierarchy, but you are acting as a leader when you take part in creating the world you want to see.

ARCHITECTS & ANALYSTS
Emphasizes Conceptual Functions

+ information and opinion seekers
+ good at analysis and process observation
+ prefer to make decisions based on facts
+ prefer as much information as possible before deciding
+ can come out with totally off-the-wall solutions that work
+ translate feelings and experiences into ideas

Δ can be slow in making decisions or dogged in the facts or can happily leave most decisions to others and focus on one
Δ have to watch out for non-involvement or unrealistic ideas if they get into their world

*If leaders have this style, honor their need for information while also requesting them to tell you how they will decide or delegate and when.

Some Effects on Group

Architects and analysts are often in the minority, but the function is essential. If a group doesn't pay attention to this area, it will miss out on significant learning that comes from observation and analysis. The group may also be missing important process steps or other ways to view a situation. With a lot of this style in a group, the group may not move on much, because the discussion, laissez-faire attitude, and analysis allow opportunities to pass.

DRIVERS
Emphasizes Action and Directing Functions

+ information and opinion givers
+ decision-making is easy for them
+ often the keeper of the vision in a group
+ great at taking a stand, being direct and making things happen
+ usually not too shaken by critical feedback

Δ often will urge "let's decide" as indecision can drive them crazy
Δ will sometimes decide without input from others and step on toes
Δ make mistakes when moving too quickly without adequate information
Δ can come across as too impersonal and lose connection with their group
Δ have to be careful not to "over lead" if strongly in this quadrant

*If leaders have this style, be as direct as possible. Bring problems and opinions to them.

Some Effects on Group

If a group does not have drivers, it must pick up driver functions or it can fail to meet far-reaching goals. Mature drivers are non-reactionary individuals with much ability in the other quads and help ground a group. When this style is not mature, there may be too much individuality or structure. Turf battles or a lack of member autonomy and collaboration ensure.

RELATIONSHIP MASTERS
Emphasizes Caring Function

+ excellent at building and sustaining community
+ works well on a team
+ great at building support, consensus, commitment, seeking feedback
+ support, praise, concern
+ display high regard for other's wishes, viewpoints and actions

Δ may not take an unpopular stance if it puts a relationship at risk
Δ can put so much emphasis on relationship that task and decision-making may fall behind
Δ can forget or downplay their own needs, to their detriment

*If leaders have this style, you may need to ask them to be more specific in outlining their expectations. Encourage critical feedback from them and tell them you want to know what *they* think and want.

Some Effects on Group

You cannot have too much caring and respect as part of your capacity; it is the connective glue, and essential for a functional group. It is powerful when combined with other quadrant functions. If it is the only style a group has, the group may not take enough risks or make enough decisions to move forward significantly. The group may also avoid conflict to the extent that there is lack of depth in genuine connection and innovation.

SPONTANEOUS MOTIVATORS
Emphasizes Emotional Stimulation Function

+ often voice their ideas and supply passion to follow those ideas and energizers
+ great at motivating people as they possess a sense of mission or vision
+ often both interpersonal problem solvers as well as task problem solvers
+ good at energetic dialogues with other group members

Δ can be emotionally bound to their ideas; objectivity can be their biggest challenge
Δ can create a highly emotionally charged climate if they put too much emphasis on challenging others and confronting assumptions

*If leaders have this style, know your own stance/position and don't be afraid to voice it. Ask them to give concrete examples to back up their viewpoints.

Some Effects on Group

Spontaneous motivators are often light bulbs. Groups need this function to sparkle, create, prod, stir the pot and impassion. A group without this style may be functional, but somewhat lackluster. When mature people with this style choose to be detached or attached and monitor their emotional involvement, this is highly effective. If too much of this style is present, or when not mature, a group can be overly reactive, or so impassioned around their ideals that they loose touch with other realities. Interestingly, many charismatic leaders and cult leaders come from this quadrant.

DEFINING LEADERS AND LEADERSHIP

AYF bases its leadership development programs on these definitions.

❷ Leaders achieve results in a given situation, empowering themselves and others in the process.

❷ Leadership is a process for achieving results in a given situation and empowering participants.

AYF's purpose is to help individuals, groups, teams and organizations discover and develop their capacities for leadership. We organize those capacities into six categories. Each capacity is characterized by the acquisition of specific knowledge and abilities.

THE CAPACITIES OF LEADERSHIP

THE CAPACITIES TO:	THE ABILITIES TO:
❷**KNOW AND VALUE SELF**	☜assess and own our values and their sources ☜assess and own our learning styles ☜assess and own our capacities and skills ☜assess and own our needs
❷**SEEK GROWTH**	☜change ☜take risks ☜commit to life-long learning ☜cultivate balanced four-fold living
❷**ACT WITH PURPOSE**	☜assess needs of people, groups and situations ☜create visions of a better world ☜develop goals and action plans ☜focus on priorities
❷**KNOW AND USE POWER**	☜understand the sources of influence and power ☜communicate persuasively and responsibly ☜make and keep commitments ☜create and maintain alliances
❷**EMPOWER OTHERS**	☜trust others ☜share responsibility ☜manage conflict ☜affirm and recognize accomplishments
❷**BE FLEXIBLE**	☜assess needs of people, groups and situations ☜adapt leadership style to needs of situations ☜facilitate groups effectively ☜facilitate groups that are diverse and inclusive

EXPLANATION OF THE CAPACITIES OF LEADERSHIP

The Capacity to Know and Value Self

Leadership begins with knowing and valuing the self as a unique person with special talents.[8] Self knowledge involves an assessment of who we are. As part of that assessment, we do an inventory of our personal, family and community histories values; our styles of learning; and our capacities, talents and skills. Knowing who we are also includes knowing where we want to go. Our needs are those steps we must take in order to develop into the person we want to become.

Equally important to self knowledge is self worth. Valuing who we are means accepting ourselves as unique and special. More than acceptance, valuing involves affirmation. We *own* ourselves.

Our ability to assess and own who we are is directly related to the support we receive from others. Identify formation is one of the critical tasks of adolescence. Reference groups and significant others are the two most important influences on identity formation. [9] In order to encourage personal discovery and self esteem, we seek to create in the International Leadership Conferences an atmosphere of acceptance and affirmation where differences are valued. Each individual is honored for her or his unique history and special gifts. *My **own** self*….

The Capacity to Seek Growth

Caring for self is fundamental to valuing self. It is also a basic responsibility of leadership. Caring for self is a life-long task involving our capacity to grow. Through its philosophy of four-fold living, AYF provides individuals with a compass for directing their growth.

Wholeness involves the development of our mental, physical, social and religious faculties. Each of us has a unique combination among the four, the achievement of which brings us peace and harmony within. Growth in the four-fold life is a journey toward homeostasis – the quest for balance bult into all things. [10] The capacities for growth are found in extending our personal boundaries in each of these four aspects of living. [11]

A second aspect of growth has to do with learning. Learning involves change. Many individuals (and organizations) find change to be very threatening, but it is fundamental to life. Peter Senge uses the Greek word metanoia to discuss learning. Metanoia means a shift of mind. To grasp the meaning of metanoia is to grasp the deeper meaning of "learning," for learning also involves fundamental shift or movement of mind.

> *Real learning gets to the heart of what it means to be human. Through learning we re-create ourselves. Through learning we become able to do something we never were able to do. Through learning we reperceive the world and our relationship to it. Through learning we extend our capacity to create, to be part of the generative process of life.* [12]

Growth, learning and change cannot occur, unless we are willing to take risks. Taking risks involves moving out of the comfort zones of our routines and the familiar. Much of the power of the International Leadership Conference lies in the simple dynamic that participants step into unfamiliar territory – physically, emotionally and socially.

[8] The same reasoning may be applied to groups and organizations
[9] See Chapter VI. *The Student as leader*, pp. 3-5
[10] Fox, Matthew Creation Spirituality (Harper San Francisco, 1991) p.9
[11] *The self-renewal process must include balanced renewal in all four dimensions of our nature; the physical, the spiritual, the mental, and the social/emotional. Although renewal in each dimension is*

important, it only becomes optimally effective as we deal with all four dimensions in a wise and balanced way. To neglect any one area negatively impacts the rest.

Covey, *Op. Cit*., pp 301-2

[12] Senge, *Op. Cit*., pp. 13-14

The Capacity to Act With Purpose

As Bennis an Nanus say, leaders are people who do the right thing. There is purpose in doing the right thing. It takes imagination to consider what the right thing might be. To generate a sense of purpose or direction, one must first assess the environment. Who are you (as an individual, a group, or an organization) and how did you get that way? Then, one begins the creative process of envisioning a better set of circumstances. By developing goals and a plan of action, one moves to achieve the vision.

Undoubtedly, there will be obstacles and distractions along the way. The task may take a long time to complete. Sustaining momentum toward achieving the vision requires the capacity to focus clearly on goals and to understand the most important elements of the plan (priorities).

The Capacity to Understand and Use Powers

Power is the energy required to get things done. In and of itself, power is neither good or bad. Power comes from many sources, including personality, skill, position, affiliation and the resources one has at one's disposal. [13] Because power is most often associated with position, the word influence may be a useful reminder that anyone who exerts energy to alter a situation is exercising power. This is particularly true of the role individuals play influencing the outcomes of group work.

The ability to make a commitment and to sustain it, generates power for the individual. It also serves as an example for others, motivating them to take action. Setting goals and planning action steps enhances problem-soling and conflict management can either enhance power or diminish it.

One of the most important skills of influencing others is communication. Communicating effectively is critical to sharing the vision that creates and sustains meaning for individuals an organization. Among other things, communication requires the skills of expressing ides and feelings honestly and directly.

Differences in men's and women's styles of leadership highlight an important aspect of communication and the exercise of influence In *A Different Voice*, Carol Gilligan contrast the image of hierarchy associated with male views of leadership to the "web of connection" associated with female views of leadership. As an image, the web reminds us of the importance of building consensus collaboration and alliances in achieving common goals.

Emphasizing interrelationships, working to tighten them, building up strength, knitting loose ends into the fabric, it is a

strategy that honors the feminine principles of inclusion, connection and what Carol Gilligan calls 'being responsible in the world.' And by emphasizing the continual drawing closer and strengthening of parts it betrays the females' essential orientation toward process, her concern with the means used to achieve her ends. [14]

The Capacity to Empower Others

In AYF the challenges of leadership are linked to the individual's ability to become My own self, at my very best, all the time. However, self-esteem alone is not the end result we seek. As was discussed earlier, critical to our definition of best self is the ability to create te conditions through which others can realize their own best self. We empower others when we value them and their gifts and when we create a community that fosters trust, shared responsibility, diversity and commitment to service.

The signs of outstanding leadership appear primarily among the followers. Are the followers reaching their potential? Are they learning? Serving? Do they achieve the required results? Do they change with grace Manage conflict? [15]

[13] *Power is a process, a dynamic interaction. To "have power" really means to have entry to a network of relationships in which one can influence, persuade, threaten, or cajole others to do what one wants or nees them to do*. French, Op. Cit., p. 509

[14] Helgesen, Sally *The Female Advantage: Women's Ways of Leadership* (Doubleday, New York, 1990) p. 58

[15] De Pree, Max *Leadership in an Art* (Dell Trade Paperback, 1989) p. 12

Trust is an important adhesive in human relationships. It is also a building block. The skills of active listening create an atmosphere of trust, because the speaker is valued. The gifts of his or her feelings, ideas and information are being received. Trust also emerges from shared experiences, which is one of the reasons for the physical setting and many of the activities of the AYF's leadership conferences. Sharing responsibility is another means by which a leader demonstrates and increases trust.

Two additional abilities relate to the capacity to empower others. Conflict is a given dynamic in life. Depending on one's perception, conflict can be a very creative or a very destructive process. Leaders understand how to manage conflict to seek win-win solutions. Persons engaged inc conflict become empowered, when they breakthrough an apparent impasse to a new way of proceeding.

Finally, empowering others is a function of recognizing and affirming their achievements. Positive reinforcement is one of the most effective tools of learning. Acknowledging the gifts and accomplishments of others brings out their best self and creates the expectation that more positive outcomes are waiting to be tapped.

The Capacity to Be Flexible

Leadership involves the capacity to influence individuals and groups in a variety of situations. Assessing the situation may involve understanding small groups, the larger social environment of communities and organizations, the economic and political environment of the marketplace and the physical environment of the natural world. The capacity to be flexible provides leaders with the ability to assess the needs of their circumstances and adapt their leadership style accordingly. The art of leadership is to know what kind of action is warranted in a given moment and to offer it at the appropriate time.

Most people spend most of their time operating in groups – families, work groups, religious communities, volunteer committees and social groups. Leaders influence others by assuming a variety of roles to help groups accomplish their tasks and make members feel valued. They also understand the key element involved in facilitating groups. 16

One of the skills needed for leaders today and at the turn of the entry is the ability t function comfortably in divers groups. Increasingly, people from different racial, ethnic, religious and national backgrounds will be called upon to meet, interact, work together, live together and solve problems together. In order to be flexible, leaders must be proactive and versatile, having a variety of skills and abilities in their repertoire.