MODULE

3

Style Approach

"The minute you start compromising for the sake of massaging somebody's ego, that's it, game over."

-   *Gordon Ramsay*

Time Period and Situation

Research regarding the Style Approach Theory is thought to have begun around the 1940s at Ohio State University and the University of Michigan that served to determine the most significant behaviors exhibited by leaders. One of the first identifications of the theory was that leadership is divided into task and relationship behaviors, which serves as the basis of the division between the two aspects of the theory. Later, in the 1960s, further studies were conducted by the pair Blake and Mouton that explored how managers used task vs. relationship behaviors in an organizational setting. Following this era, the Leadership (Managerial) Grid was created and encompassed the ideas of all three studies on a scale of production centered behaviors vs relationship-focused behaviors (Northouse 71-76).

Agenda

1. Theories
    a. Style Approach to Leadership
        i. Task vs. Relationship Oriented
2. Concepts
    a. Situational Awareness
    b. Social Identity Theory
    c. Social Norm Theory
3. Style Approach Examples
    a. Gordon Ramsay
        i. Situational Awareness
    b. Elizabeth Holmes
        i. Task-oriented style approach
4. Activities
    a. Situational Awareness: Task vs Relationship
    b. A Building Activity: Task Oriented/Relationship Oriented Behaviors
5. Supplemental Materials
6. References

Student Objectives:

1. Students will understand **Style Approach** and be able to differentiate between **task and relationship-oriented** Style Approach.
2. Students will understand the concepts behind **Social Identity Theory** and **Social Norm Theory a**nd how they are incorporated into leadership.
3. Students will analyze the importance and applicability of **situational awareness** as a skill.

Facilitation Notes

1. If the class is really dead, have a few clips ready of Gordon Ramsay to entertain them and show examples of his behavior at the same time. It'll help them invest themselves more in the conversation.
2. You could try going through the Leadership Grid and stopping at a few different places around the grid and ask for examples of a leader that would fall at that coordinate, or ask them to give examples of leaders in their own lives and where they would fall on the grid (this might turn into a discussion of teachers and their leadership styles, but it's a good application that they'll want to talk about).
   a. Remember that the Leadership Grid's x-axis/Concern for Results represents Task-Oriented Leadership, and that its y-axis/Concern for People represents Relationship-Oriented Leadership.
   b. Moving clockwise from the top left, these styles are also known accommodating, sound, dictatorial, and indifferent leadership. The middle is known as status quo leadership.
3. When introducing Gordon Ramsay, you can show a short clip of how he acts around children vs. how he acts around adults (https://www.youtube.com/watch?v=LDmaEIaxmQk).
4. When introducing Elizabeth Holmes, show a clip of an interview/her voice changing (https://www.youtube.com/watch?v=PjnsYz-xdOI and https://www.youtube.com/watch?v=SxsEr1E9ybE)

Theory

1. Style Approach to Leadership
   a. In comparison to Great Man Theory, Trait Theory, and Skills Theory that focus on the traits and abilities of the leader, Style Approach focuses on the behavior of the leader. Also referred to as the Behavioral Approach, this theory branches from the former in that it analyzes the action from leader to follower rather than the characteristics of the leader alone. This theory suggests that the behavior of a leader can take one of two directions: task or relationship-oriented. (Northouse 71)
   b. **Task-Oriented Style Approach is exhibited when a leader has more concern for production or achieving organizational tasks.** It involves more technical, yet wide-ranging directions when leading a group. On the other hand, **Relationship Oriented Style Approach is when the leader has more concern for the people who are working to achieve the goals of the group.** This style includes more relationship-building activities and promotion of trust and

commitment within the group. (Northouse 72-73)

c. Studies in the mid-20th century collected a series of surveys that indicated the behaviors people saw exhibited by leaders in their life. From these studies, the Leadership (Managerial) Grid was developed by theorists to compare Task vs Relationship style behaviors, and how the amounts of each behavior tat the leader manages to balance are portrayed to the group. (Northouse 76)

Figure 4.1 The Leadership Grid
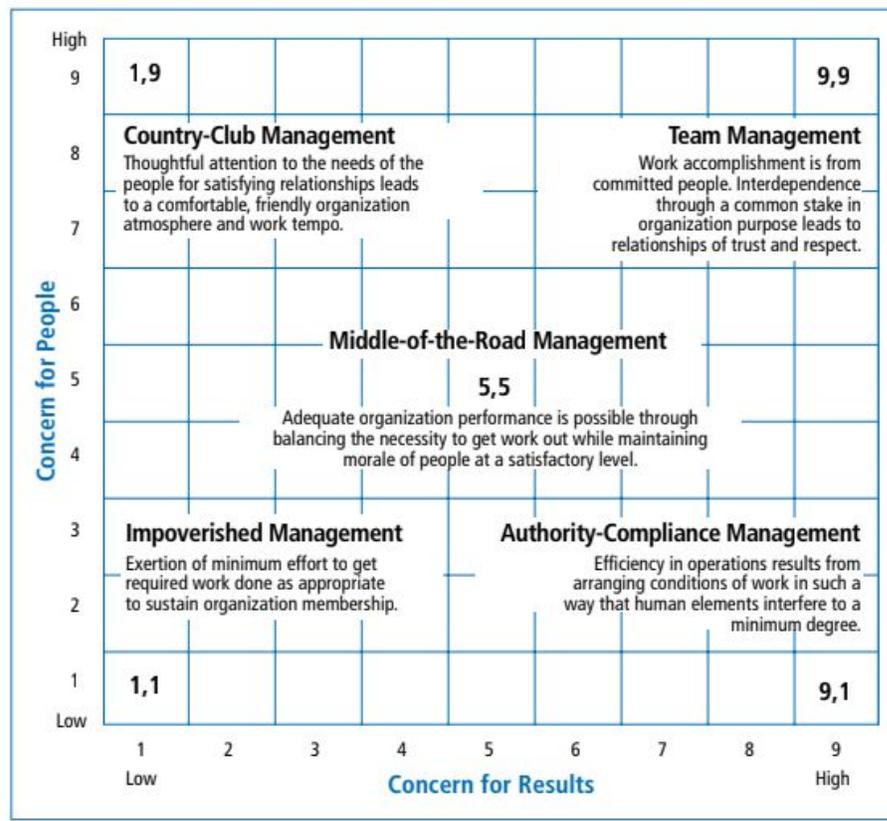
Concepts
1. Situational Awareness
   a. Situational Awareness is the ability to identify and comprehend information taken in from an environment in order to properly respond for the best possible outcome.
      i. The concept of situational awareness has a meaningful connection with the task-oriented behaviors of the style approach.
         1. By having the ability to interpret information from an environment to work towards the best outcome, a leader can create a scenario that promotes productivity and effort towards a common goal in an effective manner.
      ii. Although it has many connections to task-oriented behaviors, situational awareness can also allow a leader to identify the needs of his or her followers, creating and strengthening relationships between a leader

and the followers.

    iii. As a result, situational awareness has many parallels with stories that emphasize survival (Lord of the Flies by William Golding) and even sports.

        1. In the Lord of the Flies, the boys on the stranded island must realize their state of survival and establish some protocols in order to promote the best possible environment for survival.

        2. In sports, the team captain has to draw information from the state of the game and create the best strategy to win the game.

2. Social Identity Theory

    a. Social Identity is comprised of the different social categories that everyone is perceived by within a group, whether it be notable characteristics or activities or things they are a part of. Being within a group provides social and emotional value through membership and comfort and security through a mutual surrounding of ideas and beliefs. The idea behind social identity theory is that overtime, a prototype develops within groups. This persona is an amalgamation of the ideal values and traits of an individual, and as the group develops, individuals strive to shape themselves like this persona to fit the social category they want to be a part of. Social Identity Theory strives to explain that the perceptions of an individual based on the group they are apart of influences the way they interact with others.

    b. In the sense of leadership, this theory suggests that as the ideal persona or prototype develops, leaders emerge when individuals begin to fit that categorization and therefore are representative of the group as a whole and their values.

    c. This theory is more relevant with Relationship-Oriented Style Approach; as leaders of certain groups are the prototype of a group, it is easier to create relationships with members within the group. For example, a democratic politician can connect with democratic citizens easier because they are in the same social group, and therefore share similar ideas.

3. Social Norms Theory

    a. Social Norms Theory is a multipartite theory that describes the nature and formation of social norms, the implicit understandings in society that govern, curtail, or enable individual actions.

    b. SNT then goes on to say that ideas from the society form norms, but when misconceptions work their way into this formulation, harmful results from these norms arise. In order to refute these norms, first one must recognize the norm responsible, creating deviation that resolves the issue, and then utilizing the seven key traits of social norms in order to "diffuse" the deviation across the populace, affecting change throughout a group.

    c. Relating to Style-Approach leadership, the formation of flawed social norms requires the formation of deviation. This deviation consequently harms productivity, meaning that a Task-Oriented leader must pay attention to social identities, lest they interrupt progress.

Examples of Style Approach
Gordon Ramsay (1966 - Present Day)

Resources:
1. https://sites.psu.edu/leadership/2017/06/28/tasks-relationships/
2. https://www.leadershipthoughts.com/3-leadership-skills-i-learned-from-gordon-ramsay/
3. https://www.youtube.com/watch?v=LDmaEIaxmQk&t=61s

CORE Crash Course (CCC):

Gordon Ramsay is an internationally renowned chef from the UK. A star of several TV shows and owner of many restaurants, the chef has been awarded 16 Michelin Stars over the course of his career. Ramsay is particularly well known for his brash and blunt behavior in the kitchen, for which he receives a variety of both criticism and praise. Regardless, Ramsay's success in his career can largely be attributed to his intense attention to detail and high standards for everyone in his restaurants. Noted by one Penn State scholar, when Ramsay was starting out at his first restaurant, he personally inspected every plate before it went to the table, ensuring quality for his customers. On top of that, he held his workers -- from the chefs to the busboys -- to the highest standards of nothing but excellence to keep his restaurant in top condition.

Despite his immediate impression of being blunt and at times crude, Ramsay is far from ignorant. Working with kids, Ramsay is known for being kind and a source of guidance for aspiring chefs, especially when the young competitors on his show face failure. At times, he also gives heartfelt comments in kitchens full of grown adults, showing that his task-oriented mentality is only harsh when it needs to be and he is aware of how to act appropriately to circumstance (Situational Awareness)

Discussion Questions:
1. How does task-oriented leadership enhance the effectiveness of the team?
2. Are leaders capable of changing between task and relationship-oriented approaches? Do you think Ramsay would be as effective of a leader if he changed?
3. Why is situational awareness crucial to task-oriented leadership? In what circumstances other than personal interactions is situational awareness important?

Elizabeth Holmes (1984-Present Day)

Resources:
1. https://www.businessinsider.com/theranos-founder-ceo-elizabeth-holmes-life-story-bio-2018-4
2. https://www.huffpost.com/entry/elizabeth-holmes-deep-voice-speech-coach_n_5caf864ce4b0ffefe3ad7c0b
3. https://www.cnn.com/2019/03/14/tech/theranos-employees/index.html
4. https://www.youtube.com/watch?v=PjnsYz-xdOI&t=2s

CORE Crash Course (CCC):

Elizabeth Holmes is an American-born entrepreneur known for her recent scandal with Theranos, the health technology corporation she founded in 2003. She claimed that her business revolutionized blood testing and thus the business was eventually valued at $9 billion when it reached its peak in 2014. Despite her success, Holmes is currently under fire for the false claims and fraud that she helped cover up, and she is facing 20 years in prison. Holmes used many tactical methods in order to

encourage her ploy; she consciously deepened her voice in order to appear more experienced, she often wore a black turtleneck to imitate Steve Jobs, and she rarely blinked during interviews. When her business began to unravel, Holmes was not the only person suffering. The 700-900 people who worked for Theranos were "exhausted, mentally and physically" while looking for jobs. Some employers refused to hire former Theranos employees solely because of the scandal.

Overall, Holmes is infamous for being manipulative in order to reach her own goals. While "fake it til you make it" is a common trope in Silicon Valley start-ups, it is fair to say that Holmes took it too far.

Discussion Questions:
1. How can Holmes's behavioral leadership style be portrayed on the leadership grid, the graph of concern for people vs. concern for results?
2. How did she use situational awareness? Did this benefit her after all?
   a. How did Holmes use situational awareness to further her task-oriented leadership style?
3. Create a metaphorical picture of what would have happened if Holmes utilized more relationship-oriented behaviors. What would be different?

Activities

Situational Awareness: Task vs Relationship (20 mins)

Purpose:
Allow students to apply what they are learning to themselves and have a deeper understanding of task vs relationship oriented leadership

Materials:
https://static.virtuallabschool.org/atmt/self/TC.Self_3.ExperiencesActivities_E1.RelationshipQuestionnaire.pdf

Directions:
Have the class take the quiz to determine if they are more task or relationship-oriented. Lead into the discussion

Discussion:
1. How could you become more task-oriented in a situation that would require it?
2. How could you become more relationship-oriented in a situation that would require it?
3. Is it more beneficial to be more task-oriented or more relationship-oriented?
   a. What situations are better for task-oriented leadership? What about for relationship-oriented leadership?

A Building Activity: Task Oriented/Relationship Oriented Behaviors (15 mins)

Purpose:
The purpose of this activity is to allow students to participate in task-oriented and relationship-oriented behaviors, compare these two behaviors, and initiate a discussion about

~~these behaviors.~~

~~**Materials:** Any materials available in the classroom~~

~~**Directions:** Divide the students in the classroom into two groups of 10 students (assuming there are 20 students in the classroom). Then, inform the groups that they will be given the task of stacking any materials in the classroom in order to create the highest tower in the classroom. Next, choose a leader for each group.~~

~~After the leaders have been chosen, inform the leader of one group to build the tower as soon as possible, and inform the leader of the other group to consider the strategies and opinions of the group members while building the tower. After approximately 10 minutes of working to build the tower, tell the groups to stop building the tower, introduce the topics of task-oriented and relationship-oriented behaviors, and start a discussion about the effectiveness of the behavioral approach of each group.~~

~~**Discussion Questions:**~~
~~1. Which behavioral approach was more successful: a task-oriented behavior or a relationship-oriented behavior?~~
~~2. What is an example of a situation in which a relationship-oriented behavioral approach is more successful?~~
~~3. How can your behaviors in this activity be "graphed" on the leadership grid, the graph of concern for people vs. concern for results?~~

Supplemental Materials

1. An example under the Social Identity Theory maybe how a democratic politician can connect with democratic citizens easier because they are in the same social group, and therefore share similar ideas.
2. Steve Jobs is a well-known example of a task-oriented leader; as the leader of Apple, Jobs pushed his employees to become successful in creating products of technology.
   a. The following link describes some behaviors of Jobs.
3. Mahendra Singh Dhoni
   Resources:
   a. https://www.mid-day.com/articles/learn-leadership-skills-from-india-captain-ms-dhoni/16068170
   b. https://www.forbes.com/sites/ranisingh/2016/04/25/10-leadership-lessons-from-m-s-dhoni/#57fc54e535a3
   c. http://journalpsyche.org/the-freudian-theory-of-personality/
   d. Northouse

4. Freud's Tripartite Theory of Personality
   a. According to Freud, the human psyche is divided into three parts: the Id, Ego, and Superego. The Id is the primitive and instinctive component of the mind which operates on the pleasure principle and functions off of personal impulse for satisfaction. It does not change over time and is not affected by the outside

world. The Superego is the part of the mind that is influenced by values and morals often learned from society, parents, and others. The Ego is the mediator between the two and acts as the decision making portion. It operates according to the reality principle to balance the demands of the Id with the conscience of the Superego to compromise between environment and instinct.

    b. In the sense of leadership, Freud's theory is important in a leader's understanding of how their followers work. By understanding the fundamentals of human psychodynamics and how they are displayed within a group, leaders can better understand how to change their own behaviors to fit the dynamics of the group. This is used to create more effective relationships between group members, which can aid in the completion of a task.

5. Example of Style Approach: Gulnara Karimova

Resources:

1. https://www.wsj.com/articles/uzbekistans-gulnara-karimova-questioned-by-swiss-prosecutors-over-money-laundering-allegations-1484478684
2. https://home.treasury.gov/news/press-releases/sm0243
3. https://www.rferl.org/a/Its_Gulnaras_World_We_Only_Live_In_It/1907693.html

Facilitation Material:

1. https://www.youtube.com/watch?v=nXe5RLFs_RQ

Core Crash Course (CCC):

Gulnara Karimova, also known as Googoosha, is the daughter of Uzbekistan's first president, Islam Karimov. Karimova is also a Harvard-educated pop star who has multiple fashion and jewelry lines and was named as her country's ambassador to Spain and Permanent Representative to the UN. She's also believed to have had tight-fisted control of the country's mobile telephone network, used her NGOs, fashion, and political standing to obtain lucrative deals for herself. After an international arrest warrant was posted due to her refusal of a US Court custody ruling, she imprisoned and exiled several of her husband's family members, winning custody of the children. In 2016, the US seized 850 million dollars of her illicit money around the same time she was put into house arrest by her father; the Uzbek Prosecutor-General's Office found her guilty of controlling 1.3 billion dollars through an organized crime group in 2017.

Googoosha is known both for her fashion, music, diplomatic prominence, and criminal action. Despite being underqualified, she created a think tank for her country, fueled the growth of 5 NGOs, and served as the face of Uzbekistan for many years. Her control of the country's business and influence at any cost not only alienated many, including her family, but also led to her removal from the zeitgeist of the Uzbek population.

Discussion:

1. How did Karimova's alternation between task-oriented and relationship-oriented leadership contribute to her political longevity?
2. What was the impact of Karimova's situational awareness on those who followed her?
    a. In what ways did her relationship-oriented and task-oriented styles harm her followers?
    b. What makes these leadership styles so devastating if used incorrectly?

Which one has the potential for more harm?

References

1. https://www.mid-day.com/articles/learn-leadership-skills-from-india-captain-ms-dhoni/16068170
2. https://www.forbes.com/sites/ranisingh/2016/04/25/10-leadership-lessons-from-m-s-dhoni/#57fc54e535a3
3. http://journalpsyche.org/the-freudian-theory-of-personality/
4. Northouse
5. https://sites.psu.edu/leadership/2017/06/28/tasks-relationships/
6. https://www.leadershipthoughts.com/3-leadership-skills-i-learned-from-gordon-ramsay/