

**EDLS210**

**Leadership in Education**  
Towards understanding leadership  
behaviour

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***Social norms affect team dynamics***

**Social norms are behavioral rules that uniform group conduct.**

**Norms are generalizations that group members regard important and need to be controlled.**

**Norms deal with behaviour – not with thinking.**

**You do not have to internalize the norms – it is enough to behave according to them.**

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***Social norms affect team dynamics***

**Norms change and develop slowly – they are part of organizational culture.**

**Different people are affected differently by the norms.**

**People with higher status have more freedom to 'disobey' the norms than others.**

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**Fostering and hindering roles on readiness level R1 – fostering roles**

- + **initiating**
  - = launching
  - = clarification of purpose
  - = defining goals
  - = keeping direction



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**Fostering and hindering roles on readiness level R1 - hindering roles**

- **aggressiveness**
  - = criticizing
  - = attack to personality
  - = dominance
  - = naming



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**Fostering and hindering roles on readiness level R2 – fostering roles**

- + **persuasion**
  - = asking
  - = encouraging to answer questions
  - = forming alternatives
  - = advocating



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**Fostering and hindering roles in readiness level R2 - *hindering roles***

**- *manipulativeness***

- = bouncing around to new issues*
- = masking a sentence into a question*
- = selective interpretation*
- = gate-keeping*



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**Fostering and hindering roles on readiness level R3 - *fostering roles***

**+ *commitment***

- = support committing*
- = making summaries*
- = gaining assurance*
- = problem solving*



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**Fostering and hindering roles on readiness level R3 - *hindering roles***

**- *(over)dependence***

- = agree on all issues*
- = avoid decision making / cynicism*
- = sympathy seeking*
- = submissiveness*



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**Fostering and hindering roles on readiness level R4 – fostering roles**

- + **involvement**
  - = *listening*
  - = *expressing interest*
  - = *making notes for the group*
  - = *observation and participation*



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**Fostering and hindering roles on readiness level R4 - hindering roles**

- **quarrel**
  - = *psychological withdrawal*
  - = *physical withdrawal*
  - = *showing boredom*
  - = *escape from the group*



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**Situational leadership - fostering and hindering roles**

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|------------------------|--------|---|--|
| RELATIONSHIP BEHAVIOUR | (HIGH) | + commitment<br>- (over)-dependence<br>S4 | + persuasion<br>- manipulativeness<br>S1 |
|                        | (LOW)  | + involvement<br>- quarrel                | + initiating<br>- aggressive             |
|                        |        | TASK BEHAVIOUR                            |  |
|                        |        | ← (LOW) → (HIGH)                          |  |

FOLLOWER READINESS

|      |          |     |    |
|------|----------|-----|----|
| R4   | R3       | R2  | R1 |
| HIGH | MODERATE | LOW |    |



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Hershey, P. and Blanchard, K. 1993. Management of Organizational Behavior. Utilizing Human Resources. Prentice-Hall, NJ.

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