Transitioning from Functional Expert to Leader

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Session Objectives

• Cite reasons transitioning into leadership roles can be a challenge
• Describe strategies that can help adjust to being a leader
Mindset Transition

It is time to LET GO of being the expert!

But How???
Shifting Focus

Kane (2014)
Your Role Has Changed!

• From Implementing to Influencing
• From Expert to Generalist
• From Self to Many
• From Solving to Predicting Problems
Dealing with Insecurities

Remember;

• You do not need to prove how knowledgeable you are

• Become comfortable with the expertise and growth in expertise of those who work for you
  • They will excel your expertise

• You were not promoted to be the expert
Self Awareness

If you don’t see yourself, you can’t understand your impact on others.

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Johari Window

What I know about myself
What I don’t know about myself

What others know about me

What others don’t know about me

Arena
Blind Spot
Facade
Unknown

Johari Window
Joe Luft, Harry Ingham, 1955

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Know Your Leadership Style(s)
## The Six Leadership Styles (Goleman)

<table>
<thead>
<tr>
<th>The leader’s modus operandi</th>
<th>Commanding</th>
<th>Visionary</th>
<th>Affiliate</th>
<th>Democratic</th>
<th>Pacesetting</th>
<th>Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demands immediate compliance</td>
<td>Mobilizes people towards a vision</td>
<td>Create harmony and builds emotional bonds</td>
<td>Forges consensus through participation</td>
<td>Sets high standards for performance</td>
<td>Develops people for the future</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The style in a phrase</th>
<th>Commanding</th>
<th>Visionary</th>
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</table>
| "Do as I say," | "Come with me."
People come first. | "What do you think?" | "Do at my pace."
| "Try this." |

<table>
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<tr>
<th>Underlying emotional intelligence competencies</th>
<th>Commanding</th>
<th>Visionary</th>
<th>Affiliate</th>
<th>Democratic</th>
<th>Pacesetting</th>
<th>Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drive to achieve, initiative, self-control</td>
<td>Self-confidence, empathy, change catalyst</td>
<td>Empathy, building relationships, communication</td>
<td>Collaboration, team leadership, communication</td>
<td>Conscientious, drive to achieve, initiative</td>
<td>Developing others, empathy, self-awareness</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When the style works best</th>
<th>Commanding</th>
<th>Visionary</th>
<th>Affiliate</th>
<th>Democratic</th>
<th>Pacesetting</th>
<th>Coaching</th>
</tr>
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<tr>
<td>In a crisis, to kick start a turnaround, or with problem employees</td>
<td>When changes require a new vision, or when a clear direction needed</td>
<td>To heal rifts in a team or to motivate people during stressful circumstances</td>
<td>To build buy-in or consensus, or to get input from valuable employees</td>
<td>To get quick results from a highly motivated and competent team</td>
<td>To help an employee improve performances or develop long-term strengths</td>
<td></td>
</tr>
</tbody>
</table>

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Ways to Lead
Communication

• Understand the expectations of your role
• Communicate up, down, and side to side
• Cultivate empathy
Build Credibility

• Establish trust
• Be approachable
• Ask questions
• Guide instead of demand
Support Your Team

• Be quick to ask, “What do you think?” or “How would you like to do this?”
• Allow the employee to have ownership of ideas
• Encourage the employee to have ideas and be innovative
• Let the employee be the expert, and if not there yet, help them!
• Provide challenges and opportunities for growth
## Become a Chameleon

<table>
<thead>
<tr>
<th>Situation</th>
<th>Appropriate Leadership Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>• When employees have high role ambiguity</td>
<td>Directive</td>
</tr>
<tr>
<td>• When employees have low abilities</td>
<td></td>
</tr>
<tr>
<td>• When employees have external locus of control</td>
<td></td>
</tr>
<tr>
<td>• When tasks are boring and repetitive</td>
<td>Supportive</td>
</tr>
<tr>
<td>• When tasks are stressful</td>
<td></td>
</tr>
<tr>
<td>• When employees have high abilities</td>
<td>Participative</td>
</tr>
<tr>
<td>• When the decision is relevant to employees</td>
<td></td>
</tr>
<tr>
<td>• When employees have high internal locus of control</td>
<td></td>
</tr>
<tr>
<td>• When employees have high abilities</td>
<td>Achievement-oriented</td>
</tr>
<tr>
<td>• When employees have high achievement motivation</td>
<td></td>
</tr>
</tbody>
</table>

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…But I Don’t Want to Let Go!

Taking into consideration the needs of your institution, your staff, your department...

- Assign yourself a small portfolio
- Facilitate one or two events/year
- Seek mentorship opportunities
Conclusion…

Let go!

Know yourself

Be a chameleon
A leader’s focus is influencing and raising up other and future experts
Questions?

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Resources