

LEADERSHIP STYLE AND ITS COHESION WITH THE PROFILE OF LEDS: A CASE STUDY IN A PRIVATE FINANCIAL INSTITUTION

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Abstract: The present study aimed to identify the leadership style and the maturity degree of the teams, allowing to analyze the cohesion between them, based on the Situational Leadership Theory of Hersey and Blanchard (1986). To this end, seven teams from a private financial institution were surveyed. The theme is relevant in view of the great interest of companies in the development of effective leadership as a condition for increasing productivity. This is a case study, being a quantitative research with a descriptive character using the questionnaire as a data collection instrument. The main results of the research are: the Share leadership style is predominant among the managers of the aforementioned financial institution; the analysis of the profile of the leds defines that, in its majority, it is formed by individuals of high and moderately high maturity; and, despite the cohesion between the primary leadership style and the predominant degree of maturity, when analyzing the teams individually, it is noted that in most of them the disparity between the indices is very large, requiring iAVERAGEta performance from the leader.

Keywords: Situational Leadership, team maturity, Leadership Styles, Cohesion.

INTRODUCTION

In a modern organizational environment, the leadership styles adopted no longer resemble those practiced a few decades ago. In the conception of Araújo (2006) to lead is to be able to unite the individuals present in the organization and to align them to the respective activity. Leadership is also about captivating people to think and work with business owners. Finally, says the author, that leadership is to build an engaged and motivated team to achieve the results desired by the organization.

The non-scientific management literature portrays the evolution of the leadership

concept, starting from the prerogative of hierarchical leadership, with a focus on task control and now reaching altruistic leadership. As a result, the leader has more complex functions, far beyond the technical, involving psychosocial elements of the organization and human motivation, with an emphasis on people management and development.

Adapting to this evolution is extremely relevant, especially for companies that aim to remain competitive in the face of unavoidable forces, such as globalization, technology, the growth and decline of some sectors, and the vicissitudes of a time of countless uncertainties, where the level of adaptation and evolution is constant and fast.

This reality describes, for example, the corporate environment of large financial institutions, which is the subject of the research, which, by acting directly in the economy, is one of the most sensitive sectors to variations in the macro and microenvironment, highlighting the influence of forces policy, legislation and competition.

Because they operate in such an unstable segment, these financial institutions play a fundamental and decisive role for all other business segments, as efficiency in mobilizing funds and allocating resources is what defines the prosperity of the entire economy.

In view of this assertion, the importance of the research in reflecting on the leading professionals who are at the forefront of this business is justified: what is the adopted leadership style that provides efficiency in the provision of services and guarantees high performance for the organization with profitability indices in constant growing? And what is the professional profile of the leds?

This article aims to identify the leadership model used in one of the largest financial institutions in the country, according to the Brazilian Federation of Banks (FEBRABAN,

2020), as well as to analyze the professional profile based on the maturity of the individuals that make up this organization, pondering the alignment and cohesion between the leadership style and the leader's profile.

The study was based on applied research, using a sample of leaders and leaders working in the operational and commercial areas of eight branches of the institution present in the southwest of Paraná.

LEADERSHIP X MATURITY

THEORY OF LEADERSHIP OVER TIME

Leadership as a social phenomenon accompanies humanity throughout its existence. At different historical times, attempts have been made to understand the characteristics and qualities of effective leadership, however, a consistent methodology or even consensus on the nature of leadership is still the subject of great debate.

Hersey and Blanchard (1986, p. 104) define leadership as “the process of influencing the activities of an individual or a group to achieve an objective in a given situation”. However, Maximiano (2010) emphasizes that leadership will only exist when the led team accepts being influenced by the leader, and to provide this favorable behavior of the team, both parties must share the same interests, ideals, aspirations, values, among others.

The nascent field of leadership research began with the “Great Man Theory” which presupposes that a leader is born ready to lead. According to supporters of this theory, some men (women suffered widespread gender discrimination at this time and did not participate in the surveys) were born with innate characteristics and abilities that destined them to lead (MALAKYAN, 2014).

Subsequently, studies pointed to a new concept through the “Traits Theory”, initiating the era of allocation of leadership skills,

where the research of the figure of the leader was based on the very concept of personal traits (MALAKYAN, 2014). Trait theorists generally described the characteristics that were seen as common in great leaders and, some of them, assumed as indispensable in the characterization of the leader, among them high energy, integrity, competence in their area of expertise, intelligence and faith, among others (JOHNS; MOSER, 1989). The trait model, like the great man theory, did not allow an individual to become a leader, suggests that leaders are predetermined.

After identifying flaws in previous theories, leadership research turned to the study of power and persuasion, whose focus was on verifying the degree of power acquired by a leader and the way in which power was used to influence or otherwise persuade subordinates to him (KING, 1990). However, this theory failed, like the others, for lack of empirical data to justify them (JOHNS; MOSER, 1989).

Thus arose the “Theory of Behavior”, a great step marked by the departure from the ideals of previous theories. In this study the theorists examined the leader's actions and placed them in opposition to his personality traits (KING, 1990). This theory was based on large sources of data and studies on behavior, but failed to ignore some elements such as the role of subordinates, the situation and the leader's environment (MALAKYAN, 2014).

To fill this gap and recognize the role of the environment in leadership, the “Contingency Theory” appears, in this research, for example, the task itself, the social condition of all parties involved and the nature of the work environment were considered. (BASS, 1960).

This theory considered the possibility that the environment in which the dynamics of leadership took place was more important than the leader himself, at this moment the leadership had separated from the individual leader (KING, 1990). Leadership was more

of a function or process by which the larger organization could accomplish its goals (MIDDLEHURST, 2008). Finally, the theory recognized and proved that the leader had to adapt to the situation he was in to obtain more success (JOHNS; MOSER, 1989). Leadership under a contingency approach is fluid and is always changing according to the situation (RONAY; VUGT, 2014). The leadership style was of great importance (MALAKYAN, 2014).

THEORY OF LEADERSHIP IN THE MODERN AGE

The brief historical overview shows that none of the theories covers all the specifications of leadership, however, the modern era is a step in this direction, with more inclusive and structured theories. This does not mean that one is more important than the other, each theory has its place and importance within the study of leadership. Among the leadership theories of the modern era, four are cited: Transformational, Authentic, Servile and Situational.

Transformational leadership theory

Transformational leadership theory is a method by which leaders and followers help each other to increase motivation and ethical behavior (MISKA; MENDENHALL, 2018). In this theory, the responsibility of the leader falls on all individuals in the group who work towards a common goal (KING, 1990). Change and adaptability are hallmarks of transformational leadership (JOHNS; MOSER, 1989).

Theory of authentic leadership

With a very suggestive name, the theory of authentic leadership maintains the focus on the authenticity of the responsible individual, as well as on his or her genuine leadership (NORTHOUSE, 2015). Authentic leadership, for Duignan (2014), is based on psychological

positivism, that is, leaders and led must focus on the positive points to the detriment of the negative points, the author even goes further and states that the authentic leader must deal with their followers with respect, showing reliability and consistency in thought, word and deed.

Theory of servil leadership

Servant leadership emerges from the transformative approach. This theory emphasizes caring for subordinates, where the leader focuses more on the needs of the led (NORTHOUSE, 2015). The needs of followers take priority over the needs of the organization (MISKA; MENDENHALL, 2018). Researchers have suggested that this approach enables followers to rise to the level of leaders (MALAKYAN, 2014). Furthermore, if leadership is considered a role in the modern era, then the roles of leader and follower must be interchangeable as the situation dictates (MALAKYAN, 2014).

Situational leadership theory (TLS)

Hersey and Blanchard's (1969) TLS first emerged as "the leadership lifecycle." This theory has great popularity and is often cited in management-oriented textbooks (THOMPSON; VECCHIO, 2009). In his approach, it is stated that, in the exercise of effective leadership, the leader must exercise flexible and adaptive behavior according to the situation, treating different led differently, always taking advantage of opportunities to develop the skills and confidence of others. their followers (YULK, 2010; VAN DIERENDONCK, 2011).

At its introduction in the 1970s, TSL introduced the principle that leading younger employees must use more directivity and then gradually replace directivity with support as the employee gains more experience in the role. The support refers to the leader showing

cordiality and consideration, while directivity refers to the leader's action to guide and monitor their led (HERSEY; BLANCHARD, 1969).

Since then, TSL has undergone a series of cosmetic and substantive adaptations, and in its updated version, its principle has been reformulated, where it determines that the level of led development becomes a crucial moderator in the relationship between leadership and efficiency, understanding that the The moderator's variable is composed of led's competence and commitment (BLANCHARD, 2010).

Figure 1 illustrates the relationship presented by Hersey and Blanchard (1986), emphasizing the leadership style with the maturity of individuals.

- To determine (E1): style practiced when maturity transits between low and moderate (M2), here the led does not have the ability to perform the task, however, it is willing to assume

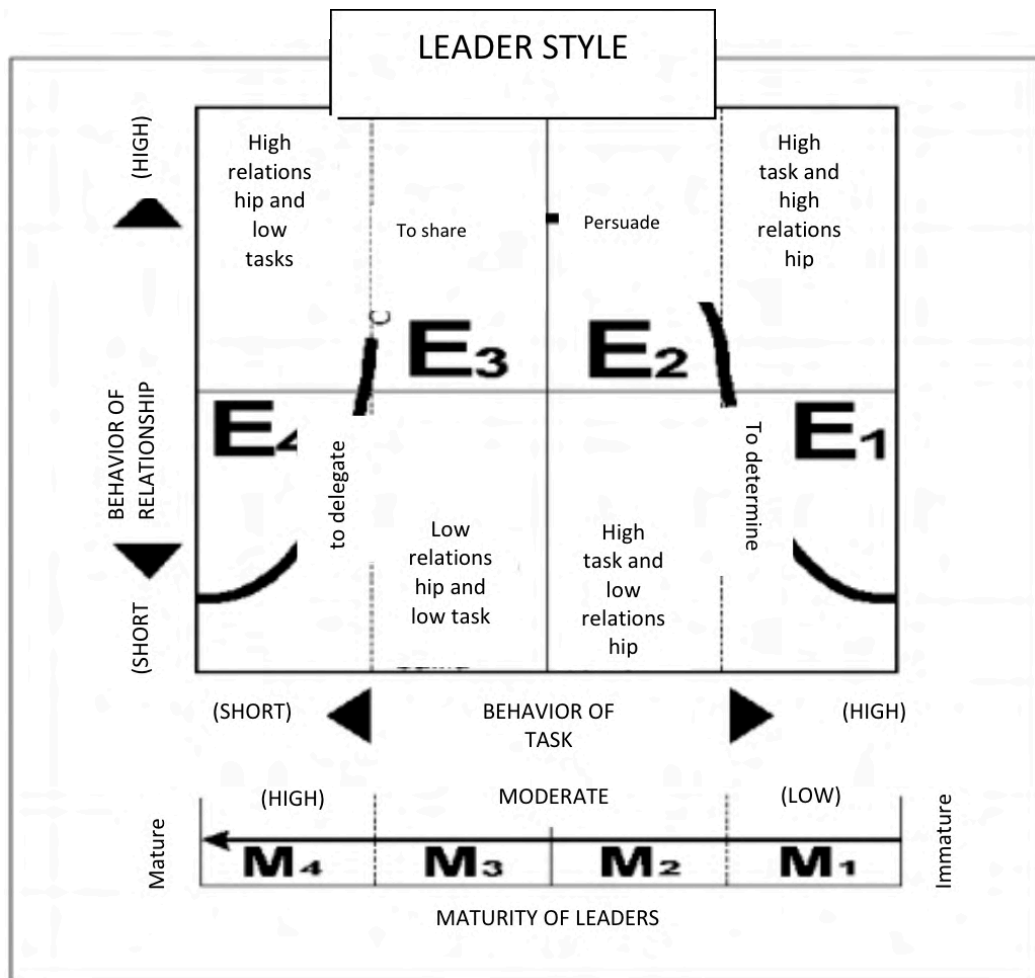


Figure 1 - Leader style and maturity of the leds.

Source: Hersey and Blanchard (1986, p.189).

responsibility, lacking only training, as it has confidence in yourself;

- Sharing (E3): the maturity level is between moderate and high (M3), the individual already has the ability, but is insecure or unwilling to accept the leader's requests;
- Delegating (E4): this style is effective when the team has high maturity (M4), that is, it has the ability to produce without the interference of the leader, and wants to take responsibility for carrying out the tasks.
- Hersey and Blanchard's (1986) situational leadership consists of a relationship between task behavior and the relationship, which, in turn, is closely associated with maturity. In general, individuals with high maturity are willing to assume responsibilities based on their ability to direct their own behavior, which is not the case with people with low maturity.

MATURITY OF THE TEAMS

The maturity level is conceptualized by Hersey and Blanchard (1986, p. 187) as "people's ability and willingness to assume responsibility for directing their own work". However, the authors emphasize that maturity refers to specific tasks performed, so it is not possible to label individuals or the team as mature or immature. Katzenbach and Smith (1994) point out that team or groups follow in an evolutionary sequence until they are configured as high-performance teams.

The TSL by Hersey and Blanchard (1986) assumes that leadership behavior must change according to the level of maturity presented by the team, with the level of maturity being linked to the individual's degree of development. Hersey and Blanchard (1986) point out four distinct levels of maturity, namely:

a) "M1": Low maturity – the individual has neither the ability nor the will to take responsibility for doing something, this lack of willingness may result from insecurity in relation to the required task;

b) "M2": low to moderate maturity – the individual does not have the capacity, but feels willing to assume responsibilities, is confident, but does not have the necessary skills;

c) "M3": moderate to high maturity – the individual is capable, but not willing to do what is expected of him. This behavior may result from a lack of self-confidence or insecurity.

d) "M4": high maturity – at this level the individual has the ability and willingness to assume responsibilities.

For individuals who are at the "M1" level, the leadership style is directive, based on specific guidelines and full monitoring of the task. For the "M2" level, a style with low support and moderate directivity is due. If the maturity is "M3", a supportive leadership is required, where the led has freedom to perform the task, however, with a small degree of directive to control the result. At the "M4" level, the leadership completely delegates the responsibility for the task to the subordinate (HARSEY; BLANCHARD, 1986).

CHARACTERISTICS OF PRIVATE FINANCIAL INSTITUTIONS IN RELATION TO LEADERSHIP

Change is the only constant factor in this dynamic world we live in, and banking is no exception. These changes are mainly related to the fundamental configuration of financial institutions, which is undergoing rapid transformation, in response to the forces of competition, operational productivity and efficiency, reduced operating margins, better assets/liabilities and risk management. (MONTANA; BRUCE, 2008).

Agwu (2014) reports that leadership is essential in the process of helping financial institutions to survive this transition, communicating through change, reducing labor liability and legal and financial risks in the work environment, transforming risk in opportunities.

For Johnston (2000) the secret of the leader who works in this segment is in the challenges he faced and in the habits and actions he developed to overcome them. The author continues with his report, stating that, despite being challenging, the financial sector offers many opportunities to train leaders, and also states that banks that transform their leadership into interpersonal risk managers will find it easier to manage business and corporate risks. adapt to the changing scenario.

Robert (2007) points out that leaders of modern financial companies operate in a dynamic environment and in competitive conditions, and with that they must build a strong and honest culture with the reality of the company, where people are encouraged and rewarded for being proactive in solving problems. potential problems and aimed at innovation, always generating the best ideas.

Atuma and Agwu (2014) expose that the constant transitions of the sector and the unrealistic goals, often practiced in this financial segment, generate a high level of stress, uncertainty and fear in the employee, consequently resulting in more internal conflicts and lower productivity. However, the authors postulate that it is the responsibility of the leadership to minimize the potential for destruction that this can cause, recognizing the stress and establishing communication standards with led.

METHODOLOGY

In the methodology, the classification of the research is presented, from the point

of view of its nature, its objectives, the way of approaching the problem and from the technical point of view. For Gil (2010) the research can be classified in several ways, but for there to be coherence in the classification, it is necessary to define the criterion that was adopted. This way, according to the author, "it is possible to establish multiple classification systems and define them according to the area of knowledge, the purpose, the level of explanation and the methods adopted" (GIL 2010, p. 25).

As for the nature of the research, applied research was used in the study, which in the view of Gil (2010) is dedicated to seeking information on a specific subject, using existing materials and analyzing, interpreting and proposing them. a practical application. Regarding the objectives, the study is classified as a descriptive research.

As for the problem approach, it is quantitative, an empirical investigation, problem design, fact analysis, program evaluation and isolation of main variables (MARCONI & LAKATOS, 1996). For the treatment of the information obtained through the questionnaires, frequency distribution and simple average of the data were used.

From the point of view of technical procedures, the case study was used, which for Yin (2001) must be used when an empirical phenomenon is investigated in its real-life context and the conditions between the phenomenon and the context in which it is inserted are explored.

The procedures described by Yin (2001) were adapted and followed, observing the following steps: a) literature review; b) elaboration of the questionnaires; c) definition of the population; d) application of questionnaires, e) data analysis.

The questionnaires used for the study were two: The first questionnaire, called LASI (LeaderAdaptabilityandStyleInventory) or

LEAD (Leader Adaptability and Style Survey), according to (Appendix A), was developed by Hersey and Blanchard and published in the Training and Development Journal in 1974. In Brazil, this questionnaire was validated and used by Schneider (2005) and, later, also used by Oliveira (2009). The version of the questionnaire applied in this study was by Schneider (2005, p. 109). This questionnaire presents 12 different situations in which the leader marks, among the four alternatives offered, the option that is closest to his action against the team. This instrument is useful for mapping and classifying the leadership style based on the leader's self-perception, and the classification, according to Hersey and Blanchard (1986), is divided into four leadership styles: delegating; to share; persuade and determine, as shown in figure 1 (Previously presented).

The second questionnaire, scale of Readiness and/or maturity, according to (Appendix B) was developed by Hersey and Blanchard (1986) and used by Godoy (2008) and Santos (2010). This instrument is used to assess the level of maturity and/or readiness of the leds. Its development was based on the work of Rensis Likert, from the early 1930s, called scale of Likert. This form, in turn, is subdivided into two parts, each with six scales to be analyzed by led regarding their characteristics in the development of their main activity or task. The first is related to the ability (work maturity), and the second is related to the led's willingness to perform the task (psychological maturity). In this instrument, the participant chooses the answer that best reflects their degree of agreement or disagreement, based on a social scale from 1 to 8, where the highest score means "strongly agree" and the lowest score, "strongly disagree".

The population of this research is made up of seven teams, working in one of the largest

financial institutions in Brazil, each of these teams operates in a different municipality in the state of Paraná, more specifically, in the southwest of the state, they are: Francisco Beltrão; Shed; Otter Leap; Iguazu Falls; Southern orange trees; Eneas Marques and Chopinzinho.

The study will analyze each of the teams individually, however, to preserve the confidentiality of the research, they will be represented by the letters A; B; C; D; AND; F and G randomly. The teams are formed by a leader and a variable number of leds, in total there were 39 employees surveyed, including 7 leaders and 32 leds.

Data collection took place from November 01 to 13, 2020 for the application of two online questionnaires with closed Questions, one directed to the leader and the other to the led team. Both questionnaires kept the participant anonymous, identifying only the municipality to which they belong. Anonymous research is used to ensure confidentiality of their opinions and also to establish a climate of trust and empathy (TRIVIÑOS, 1987).

For tabulation of data from the LASI or LEAD questionnaire, simple averages were used, with the help of Excel software, and later for data analysis, the set of responses was compared with the data in Table 1, below.

To analyze the results of the LASI or LEAD questionnaire, the participant marked one of the four alternatives (A, B, C or D) in each of the 12 proposed situations, then the frequency of choice will be observed in each column E1, E2, E3 and E4. The predominant style will be defined by the column with the most choices.

For the analysis of the second research questionnaire that defines the maturity and the readiness of the team, Dyer's instrument (1995) was used as a basis, whose sum of individual scores (Mi), divided by the

	(Style classification) Action alternative				
	Questions	E1	E2	E3	E4
	1	A	E	B	D
	2	D	A	E	B
	3	E	A	D	B
	4	B	D	A	E
	5	E	B	D	A
	6	B	D	A	E
	7	A	E	B	D
	8	E	B	D	A
	9	E	B	D	A
	10	B	D	A	E
	11	A	E	B	D
	12	E	A	D	B
TOTAL					

Table 1: Leader style ranking.
Source: Schneider (2005, p. 109).

number of team members (N), gives the score to the team, that is, the group's maturity level (Mg). After calculating the group's maturity, the following parameters were verified for an assessment of the team's maturity level:

- Scores between 7.01 and 8.0 indicate a high maturity level (M4) and the person at this level is considered to have the ability and willingness to assume responsibilities;
- Scores between 5.01 and 7.0 indicate a moderate to high maturity level (M3), revealing that the person has the capacity, but is not willing to do what is expected of him. Her lack of disposition is often a consequence of a lack of confidence in herself or insecurity;
- Score between 3.01 and 5.0 indicates a low to moderate maturity level (M2). It is considered that the person does not have the capacity, but feels willing to assume responsibility, has confidence in himself, however, he still does not have the necessary skills;

- Scores between 1.0 and 3.0 indicate a lowmaturity level (M1), representing that the person has neither the ability nor the will to take responsibility for doing something that is neither competent nor self-confident. In many cases, their lack of willingness is a consequence of insecurity in relation to the task required.

In short, the study deepened in analyzing the leadership style of each of the managers and their respective municipality (first objective). The second objective of the study was to analyze the team led by each of the managers, with the aim of measuring their maturity degree. As a third and final objective, the study proposes to compare whether the leadership style and degree of maturity is adequate according to the performance curve presented by Hersey and Blanchard (1986) of the maturity of leds, as shown in figure 1.

RESULT AND DISCUSSION

In this section, the results obtained through the application of the questionnaires are presented, followed by the frequency distribution and simple average based on the exposed data. Next, the result of the LEAD questionnaire, which identified the leadership style of the managers responsible for the teams. Subsequently, the results referring to the scale of maturity of the eds of each team will be presented in individual Tables.

LEAD QUESTIONNAIRE RESULT

At the outset, it is worth remembering that in situational leadership, according to Hersey and Blanchard (1974), there is no single, or rather, way to lead. Leaders will only achieve effectiveness if they know how to properly adapt their leadership style to the given situation, it is a function that brings together the leader, the LED and the situation.

With the application of the LEAD questionnaire in the financial institution under study, it was possible to identify the leadership style of each of the managers in relation to their team. The questionnaire consists of 12 questions that propose situations in which the participant must choose, through four alternatives, his reaction to the case. Each alternative corresponds to a leadership style, as shown in Table 1. This way, the predominant style among the 12 responses will define the leader's style. The result is shown in Table 2.

Table 2 shows the list of responses obtained from the seven leaders surveyed. In it, it is possible to observe that three predominantly use the leadership style "sharing" (E3) being from teams D, E and F. The leadership style E3 is marked by the joint participation with the team in decision making, being the leader a facilitator in task development and communication. It is suggested that leader

	TEAM A		TEAM B		TEAM C		TEAM D		TEAM E		TEAM F		TEAM G	
QUESTION	RESPOSTA / ESTILO DE LIDERANÇA CORRESPONDENT													
1	B	E3	B	E3	C	E2	A	E1	B	E3	B	E3	A	E1
2	A	E2	A	E2	C	E3	C	E3	C	E3	C	E3	A	E2
3	D	E1	A	E2	D	E3	D	E3	A	E2	A	E2	A	E2
4	A	E4	C	E4	B	E1	A	E3	B	E1	A	E3	B	E1
5	C	E1	B	E2	C	E1	A	E4	C	E1	B	E2	C	E1
6	D	E2	D	E2	D	E2	A	E3	A	E3	A	E3	D	E2
7	B	E3	C	E2	C	E2	B	E3	B	E3	B	E3	A	E1
8	C	E1	C	E1	C	E1	B	E2	B	E2	D	E3	B	E2
9	C	E1	C	E1	C	E1	B	E2	C	E1	C	E1	B	E2
10	B	E1	B	E1	B	E1	D	E2	A	E3	B	E1	D	E2
11	B	E3	B	E3	A	E1	B	E3	A	E1	B	E3	B	E3
12	C	E1	C	E1	C	E1	C	E1	D	E3	D	E3	D	E3
PREDOMINANT LEADERSHIP STYLE	E1		E2		E1		E3		E3		E3		E2	

Table 2: Leaders' responses to the LEAD questionnaire.

Source: Author himself.

E3 has a team capable of performing the task, however, with a lack of willingness to assume responsibility, thus, the leader is asked to focus his efforts on relationship behavior.

The leaders of teams B and G most often practice the leadership style “persuade” (E2), this style marks a leader who holds most of the responsibility for the execution of the task. It is more effective when practiced with teams that are willing and understand that it is important to assume responsibilities, but that still do not have the ability to perform the task. In this case, it is indicated that the leader offers support and guidance to led.

The leaders of teams A and C mainly use the leadership style “determine” E1. This style is characterized by the fact that the leader defines the roles and specifies what people must do, how, when and where they must perform the tasks. It is suitable for teams that do not have the willingness or ability to carry out the tasks, requiring the leader to follow up directly and closely with the team, working on both the behavior and the skills of the leds.

RESULTS OF THE MATURITY AND READINESS QUESTIONNAIRE

When it comes to team management, knowing its scale of maturity is essential for more efficient driving. However, it is important to remember the consideration by Hersey and Blanchard (1986) where they state that the team or the person must not be labeled mature or immature, as they follow an evolutionary process where changes are constant.

Next, the results obtained through the scale of maturity and readiness questionnaire are presented, which was applied to seven teams, totaling 32 employees, from a private financial institution. The results are presented individually for each group and will also feature a comparison between the predominant level of maturity in the team and the leadership

style of the responsible manager, in order to identify the cohesion between them.

Team A

This team is the smallest among those surveyed, it is formed by two leds and the leader. The answers obtained are in Table 3.

In view of the exposed in Table 3, it is possible to observe that the scale of maturity of team A is M2, that is, it is a team that does not yet have the ability to develop the task alone, but feels confident and willing to assume responsibilities. According to Table 2, the leader of team A has the predominant leadership style E1, determine.

Based on the Situational Leadership theory of Hersey and Blanchard (1986), this combination can generate good results when associated with a task performed under strong pressure, or even in disordered situations and with few resources. However, it is advisable, according to the same theory, that the leader seeks to evolve his style to E2, making his leadership more participatory, offering more autonomy to the leds, focusing his efforts on developing the skills to perform the task.

Team B

Team B consists of five leds and the leader. Table 4 presents the tabulated data referring to the answers to the questionnaire on the level of maturity and readiness of that team.

It can be seen, through Table 4, that in team B, four of the leds are classified at the top of the scale of maturity with level M4, and only one with level M3. Thus, it is possible to diagnose that the level of maturity and readiness of team B is high, that is, it has the ability and willingness to develop the task. According to Table 2, the leader of team B presents as a primary leadership style E2, to persuade.

It can be said, in the light of Situational

RESPONDENT	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	AVERAGE	SCALE OF MATURITY
Led 1	3	4	2	6	6	4	5	4	7	6	4	3	4,50	M2
Led 2	5	5	6	3	2	1	6	7	4	8	8	1	4,67	M2

Table 3: Leds responses of team A for maturity and readiness.

Source: Author himself.

RESPONDENT	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	AVERAGE	SCALE OF MATURITY
Led 1	7	7	7	7	7	7	6	7	7	7	8	8	7,08	M4
Led 2	8	8	8	1	8	8	7	8	8	8	8	8	7,33	M4
Led 3	8	8	8	1	8	8	8	8	8	8	8	8	7,42	M4
Led 4	8	8	8	8	8	8	8	8	8	8	8	8	8,00	M4
Led 5	7	6	7	8	7	5	7	5	6	5	2	1	5,5	M3

Table 4: Responses of Team B leds for maturity and readiness.

Source: Author himself.

RESPONDENT	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	AVERAGE	SCALE OF MATURITY
Led 1	8	8	8	8	8	6	8	8	8	8	8	8	7,17	M4
Led 2	8	8	8	8	8	8	8	8	8	8	8	8	7,33	M4
Led 3	8	8	8	5	7	8	8	8	8	8	8	8	7,00	M3
Led 4	8	8	8	8	8	8	8	8	8	8	8	8	7,33	M4

Table 5: Responses of the Leds of the C team for maturity and readiness.

Source: Author himself.

RESPONDENT	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	AVERAGE	SCALE OF MATURITY
Led 1	8	8	8	7	7	7	7	8	8	8	8	8	7,67	M4
Led 2	7	7	7	1	7	5	6	8	7	8	8	8	6,58	M3
Led 3	8	7	8	8	7	8	8	7	8	7	1	7	7,00	M3
Led 4	7	7	7	5	6	8	8	8	8	8	8	2	6,83	M3

Table 6: Responses of the D-team leds for maturity and readiness.

Source: Author himself.

RESPONDENT	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	AVERAGE	MATURITY
Led 1	5	6	6	8	8	6	1	3	4	6	6	1	5,00	M2
Led 2	7	6	2	3	8	7	6	5	4	6	6	6	5,50	M3
Led 3	8	7	7	5	5	6	8	7	5	3	4	2	5,58	M3

Table 7: Responses of the E-team leds for maturity and readiness.

Source: Author himself.

Leadership Theory, that there is a disparity between the leadership style practiced and the current level of maturity of the team. Thus, for the leader to increase the effectiveness of his leadership, it is necessary to migrate his leadership style from E2 to E4, to delegate, reducing the emphasis on task behavior and relationship with leds (HERSEY and BLANCHARD, 1986).

The proposed evolution is not something simple, as they are very different styles. However, it can start by making the form of control more flexible, opting for more open and participatory forms.

Team C

Team C is composed of five employees, four of which are leds and the leader. The data collected through the maturity and readiness questionnaire were tabulated and are presented in Table 5.

The results referring to the levels of maturity and readiness, presented by team C are very similar to the data of team B, because in the same way it presents leds, mostly with high maturity levels (M4) with only one with moderate high maturity (M3), which characterizes a fully mature team with the ability to perform the task and assume responsibilities. However, the case of team C becomes more complex when compared to the leadership style practiced by the current leader, which is E1, to determine.

As the Situational Leadership Theory shows us, this combination is not indicated and can cause many conflicts, offering risks to the result and to the Organization, since they are the extremes, totally opposite. Thus, it is suggested that the leader revises his leadership style, replacing the more overt mechanisms with more subtle ones, so that he evolves from E1 to E4, thus ensuring greater effectiveness in his leadership.

Team D

This team has its board formed by four leds and the leader. In the same way as the others, these leds were researched through the scale of maturity and readiness questionnaire, and the tabulated data are presented in Table 6.

The analysis of Table 6 concludes that team D has a predominantly moderate high maturity level represented on the scale by M3, with only one of the employees as an exception, which has a M4 scale, high maturity. Teams with moderate high maturity are characterized as individuals who have the ability to perform the task, however, they lack willingness to do what is expected of them, this indisposition can be caused by lack of motivation or even by insecurity of the led.

As shown in Table 2, the leader of team D has as primary leadership style E3, sharing, that is, the leadership style practiced is cohesive in reference to the current level of maturity of the team, according to the Situational Leadership Theory. However, it is always important to point out that the authors Hersey and Blanchard (1986) made it clear that they cannot rate the team as mature or immature, and that is why the leader must always be aware of maturity variations to keep his style consistent with his leds.

Team E

The data of team E are shown in Table 7. This team has three leds and the leader.

Regarding the Situational Leadership Theory, it is possible to affirm, based on the data in Table 7, that the team under analysis is classified in moderate-high maturity (M3), where the individual members present high capacity in the development of their task, however, are not willing to take responsibility for performing it in the way that is expected.

As in the case of team D, also in team E the leader practices a leadership style consistent with the current degree of maturity of the

team, as shown in Table 2, the leader of team E adheres to the sharing leadership style, E3. This cohesion tends to generate good results for the team through effective leadership, however, as previously mentioned for team D, it is important to pay attention to changes at the maturity level.

Team F

Team F is made up of four leds and their leader. The results obtained through the scale of maturity and readiness questionnaire are shown in Table 8.

The result of team F follows the same presented in team D and E, in which the team is classified as predominantly at the M3 level (moderate-high) and the leader, according

to data in Table 2, has an E3 leadership style (sharing), thus being a cohesive team with a high possibility of good results.

Team G

The last researched team has the largest number of professionals among all, it is composed of ten leds and a leader. The data collected through the survey are presented in Table 9.

Given the information in Table 9, it is possible to conclude that team G has 60% of employees with high maturity (M4) and 40% with moderately high maturity (M3). The predominant characteristics in this team are skilled individuals willing to perform the task proposed by the leader, however, the

RESPONDENT	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	AVERAGE	SCALE OF MATURITY
Led 1	8	8	7	1	6	7	8	7	6	6	5	4	6,08	M3
Led 2	1	3	5	8	8	7	8	8	7	8	7	8	6,50	M3
Led 3	3	4	8	7	7	6	5	4	7	5	3	1	5,00	M2
Led 4	5	2	3	4	8	4	5	6	7	8	5	4	5,08	M3

Table 8: Responses of the F team leds for maturity and readiness.

Source: Author himself.

RESPONDENT	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	AVERAGE	MATURITY SCALE
Led 1	8	7	7	7	7	8	8	8	8	8	8	8	7,67	M4
Led 2	7	7	7	6	7	8	5		8	7	7	7	6,33	M3
Led 3	8	8	8	8	6	6	8	8	7	8	8	8	7,58	M4
Led 4	8	7	8	8	8	8	8	8	8	8	8	7	7,83	M4
Led 5	8	8	7	7	6	8	8	7	6	8	8	8	7,42	M4
Led 6	7	8	7	7	7	8	8	7	7	7	7	7	7,25	M4
Led 7	7	7	7	6	7	6	6	8	8	8	7	7	7,00	M3
Led 8	8	6	7	2	6	8	8	8	8	8	8	8	7,08	M4
Led 9	7	7	6	1	8	7	7	8	7	8	8	6	6,67	M3
Led 10	7	7	7	1	7	5	6	8	7	8	8	8	6,58	M3

Table 9: Leds responses of the G team for maturity and readiness.

Source: Author himself.

minority still lacks willingness to take risks.

Based on Table 2, the leader of team G has as primary leadership style E2, persuade, and as supporting or secondary style E1, determine. According to what determines the Situational Leadership Theory, this style of leadership practiced is indicated for immature teams that need direction and frequent demand, that is, it is inconsistent with the maturity of their team.

It makes sense for the G team leader to seek to elevate their primary leadership style to the E4 level, delegating, and as an E3 supporting or secondary level, sharing. As it is a large team, it is advisable that the manager does not generalize his leadership style based on the majority, as this can generate conflicts and frustrations for those who still need development. Thus, using the E3 support style, you must direct your efforts to communication and relationship with moderately high maturity subordinates, in order to take them to the next level.

FINAL CONSIDERATIONS

The present study was developed with the objective of identifying the predominant leadership style in one of the largest financial institutions in the country, in addition to analyzing the professional profile of the subordinates based on the level of maturity, and finally, carrying out a weighting between the style of the leader and the level of maturity of the team. The search for these answers was based on the Situational Leadership Theory of the authors Hersey and Blanchard (1986).

Through the analysis of the results of this research, collected through the LEAD questionnaire, we can say that the primary leadership style, which predominates among the managers of that financial institution, is the sharing style, represented by E3. This style is characteristic of a participative leadership that seeks to share responsibilities and listen

to the team for decision making, it is also characteristic of this leadership style to offer support during the execution of tasks as a way of motivating and providing security to the team, in addition to being a way more discreet control of the performance of the followers.

With reference to the professional profile of the team, it was possible to diagnose through the application of the Maturity and Readiness Scale questionnaire that the financial institution under study predominantly employs professionals with a moderate high degree of maturity and high maturity, represented on the maturity scale by the symbols M3 and M4 respectively. A highly mature team is characterized by having committed professionals who are willing to take responsibility for the development of their tasks, in addition, they are usually professionals who have experience, with the skills and aptitudes to develop their activity autonomously without needing supervision. of the leader.

However, although the primary leadership style and the predominant degree of maturity generally coincide, the individual analysis of cohesion of each leader with his team concluded that in only 3 of the researched teams there is cohesion between the leadership style and the degree of maturity team's. The other 4 teams showed great disparity in their comparisons, generating an alert to the leaders, and in all these cases the team was classified with a higher degree of maturity than the practiced leadership style.

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ANNEXES

ANNEX A - LASI Questionnaire (Leader Adaptability and Style Inventory) or LEAD (Leader Adaptability and Style Survey)

The following describes certain organizational situations. Read them carefully and CHOOSE the letter that indicates the option that most closely matches your way of being and acting as a leader. When analyzing the situations, think about the possible role of a leader in front of the team.

1 - Lately, subordinates have not been responding to a friendly conversation and the leader's evident concern for the well-being of those being led. Team performance is collapsing.

- a) It emphasizes the use of uniform procedures and the needs for performing tasks.
- b) Make yourself available for discussions, but without pressure.
- c) Talks with subordinates and then sets goals.
- d) Purposely does not intervene.

2 - It is observed that the performance of the team is improving. The leader has made sure that all members are aware of their standard roles.

a) Engage in friendly interaction, but continue to ensure that all members are aware of their roles and standards.

- b) It does not adopt any defined action.
- c) Do what you can to make the group feel important and involved.
- d) Emphasizes the importance of deadlines and tasks.

3 - Members of the group cannot solve a problem alone. Usually the leader leaves them to act alone. Group performance and interpersonal relationships have been good.

- a) Involves the group and, at the same time, strives to find a solution to the problem.
- b) Let the team work alone.
- c) Act quickly and firmly to correct and redirect.
- d) Encourages the group to work on the problem and is available for discussion.

4 - The leader is considering a major change. Your subordinates have an excellent record of accomplishment. They respect the need for change.

- a) Allows the group to participate in the development of change, but without pressure.
- b) Announces changes, then implements them with careful supervision.
- c) Allows the group to formulate its own orientation.
- d) Incorporates group recommendations, but you drive change.

5 - The group's performance has declined in recent months. Group members have been indifferent to achieving the goals. In the past, redefining roles has helped in these cases. It has been necessary to permanently remind them to finish their tasks on time.

- a) It helps the group to formulate its own orientation.
- b) Incorporates the group's recommendations, but takes care that the objectives are achieved.
- c) Redefines objectives and closely supervises;
- d) Involves the group in setting goals, but without exerting pressure.

6 - The leader found a situation managed efficiently. The previous administrator was of a more “firm” line. You want to maintain productivity, but you would like to start humanizing the environment.

- a) Do everything possible to make the group feel important and involved;
- b) Emphasizes the importance of deadlines and tasks;
- c) Purposely does not intervene;
- d) Allows the group to be involved in decision-making, but always ensuring that the objectives are achieved.

7 - The leader is evaluating implementing major changes in the organizational structure. Group members have made suggestions that changes are unnecessary. The group has shown flexibility in its day-to-day activities.

- a) Defines the change and closely supervises;
- b) Get group approval of the change and allow group members to organize its implementation.
- c) Is willing to make changes as recommended, but retains control of implementation.
- d) Avoid confrontation, leave the matter at that.

8 - Group performance and interpersonal relationships are good. The leader feels somewhat insecure due to the lack of guidance given by him to the group.

- a) Let the group proceed like this;
- b) Discuss the situation with the group and then trigger the necessary changes.
- c) Takes steps to guide subordinates in carrying out the work in a well-defined manner.
- d) Be careful not to wear down boss/subordinate relationships by excessive guidance.

9 - Your leader’s boss has appointed you to take over the coordination of a task force that is far behind when it comes to submitting the requested change recommendations. The group isn’t quite sure of its goals. Attendance at meetings has been low. The meetings turned into a social gathering. All group members have the potential to make a good contribution.

- a) Let the team work alone;
- b) It incorporates the team’s recommendations, but takes care that the objectives are achieved.
- c) Redefines objectives and maintains close supervision.
- d) Allows the involvement of the group in the establishment of objectives, but without exerting pressure.

10. Your subordinates, who often demonstrate an ability to take responsibility, are not responding to the leader’s recent redefinition of standards.

- a) Allows group participation in redefining standards, but without exerting pressure;
- b) Redefines standards and closely supervises;
- c) Avoid confrontation, without exerting pressure;
- d) It incorporates the group’s recommendations, but takes care that the new standards are reached.

11 - The leader has been promoted to a new position. The previous supervisor was not involved in the group's affairs. The group has shown itself to be efficient in carrying out its tasks and directing it. Group interrelationships are good.

- a) Takes steps to guide subordinates towards work, in a well-defined manner.
- b) Makes subordinates participate in the decision-making process and reinforce good contributions.
- c) Discuss past performance with the group and then examine the need for new practices.
- d) Continue leaving the group to act alone.

12 - Recent information indicates some internal difficulties among subordinates. The group has shown a high level of achievement. The staff has been effectively maintaining the long-term goals. They have worked in harmony in the past. All are well qualified for the task.

- a) Attempts to explain its solution to subordinates and examines the need for further evaluation.
- b) Let the group members develop a solution on their own.
- c) Act quickly and firmly to correct and reorient.
- d) Is available for discussion, but is careful not to undermine boss/subordinate relationships.

ANNEX B- MATURITY OR READY SCALE

Instructions:

Based on your work experience and the TASK you perform in the work environment, mark or mark with an X the number that best matches your ability and willingness to perform the TASK at present.

TASK: _____ (write the TASK here)

Questions:

Skill									
I demonstrate necessary knowledge of the work	8	7	6	5	4	3	2	1	I do not demonstrate knowledge of the work
I have experience relevant to the task	8	7	6	5	4	3	2	1	I have no experience relevant to the task
I demonstrate high skill levels	8	7	6	5	4	3	2	1	I do not demonstrate the required skill
It requires little involvement on my part	8	7	6	5	4	3	2	1	The person needs my direct involvement
I use time efficiently	8	7	6	5	4	3	2	1	I don't use time efficiently
I keep others informed	8	7	6	5	4	3	2	1	I do not inform others about my activity
Disposition									
I have a high degree of confidence	8	7	6	5	4	3	2	1	I am very insecure about the task
I have a high degree of commitment	8	7	6	5	4	3	2	1	I strongly resist getting involved
I am highly motivated to complete the task	8	7	6	5	4	3	2	1	I lack motivation
I'm willing to take responsibility	8	7	6	5	4	3	2	1	I am reluctant to take responsibility
I feel responsible for the task	8	7	6	5	4	3	2	1	I don't feel responsible for the task
I believe I have possession of the task (that it is mine)	8	7	6	5	4	3	2	1	I have little or no sense of ownership

Source: Harsey and Blanchard (1986) adapted by the author.

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