

II.B.1: What's My Leadership Style?

Instrument

The following items describe aspects of leadership behavior. Respond to each item according to the way you would be most likely to act if you were the leader of a work group. Use this scale for your responses:

N = Never
S = Seldom
O = Occasionally
F = Frequently
A = Always

1. I would most likely act as the spokesperson of the group.	N	S	O	F	A
2. I would encourage overtime work.	N	S	O	F	A
3. I would allow members complete freedom in their work.	N	S	O	F	A
4. I would encourage the use of uniform procedures.	N	S	O	F	A
5. I would permit the members to use their own judgment in solving problems.	N	S	O	F	A
6. I would stress being ahead of competing groups.	N	S	O	F	A
7. I would speak as a representative of the group.	N	S	O	F	A
8. I would needle members for greater effort.	N	S	O	F	A
9. I would try out my ideas in the group.	N	S	O	F	A
10. I would let the members do their work the way they think best.	N	S	O	F	A
11. I would be working hard for a promotion.	N	S	O	F	A
12. I would be able to tolerate postponement and uncertainty.	N	S	O	F	A
13. I would speak for the group when visitors were present.	N	S	O	F	A
14. I would keep the work moving at a rapid pace.	N	S	O	F	A
15. I would turn the members loose on a job and let them go to it.	N	S	O	F	A
16. I would settle conflicts when they occur in the group.	N	S	O	F	A
17. I would get swamped by details.	N	S	O	F	A
18. I would represent the group at outside meetings.	N	S	O	F	A
19. I would be reluctant to allow the members any freedom of action.	N	S	O	F	A
20. I would decide what shall be done and how it shall be done.	N	S	O	F	A
21. I would push for increased production.	N	S	O	F	A
22. I would let some members have authority that I should keep.	N	S	O	F	A

23. Things would usually turn out as I predict.	N	S	O	F	A
24. I would allow the group a high degree of initiative.	N	S	O	F	A
25. I would assign group members to particular tasks.	N	S	O	F	A
26. I would be willing to make changes.	N	S	O	F	A
27. I would ask the members to work harder.	N	S	O	F	A
28. I would trust the group members to exercise good judgment.	N	S	O	F	A
29. I would schedule the work to be done.	N	S	O	F	A
30. I would refuse to explain my actions.	N	S	O	F	A
31. I would persuade others that my ideas are to their advantage.	N	S	O	F	A
32. I would permit the group to set its own pace.	N	S	O	F	A
33. I would urge the group to beat its previous record.	N	S	O	F	A
34. I would act without consulting the group.	N	S	O	F	A
35. I would ask that group members follow standard rules and regulations.	N	S	O	F	A

Source: J.W. Pfeiffer and J.E. Jones, eds., *A Handbook of Structural Experiences for Human Relations Training*, Vol. 1 (Revised). San Diego, CA: University Associates Press, 1974. Used with permission.

Scoring Key

To calculate your task-people score:

1. Circle the item number for items 8, 12, 17, 18, 19, 20, 34, and 35.
2. Write the number 1 in front of a *circled item number* if you responded S or N to that item.
3. Also write a number 1 in front of *item numbers not circled* if you responded A or F.
4. Circle the number 1's that you have written in front of the following items: 3, 5, 8, 10, 15, 18, 19, 22, 24, 26, 28, 30, 32, 34, and 35.
5. *Count the circled number 1's*. This is your score for concern for people.
6. *Count the uncircled number 1's*. This is your score for concern for task.

Analysis and Interpretation

This leadership instrument taps the degree to which you're task or people-oriented. Task-orientation is concerned with getting the job done, while people-orientation focuses on group interactions and the needs of individual members.

The cutoff scores separating high and low scores are approximately as follows. For task-orientation: High is a score above 10; low is below 10. For people-orientation: High is a score above 7; low is below 7.

The best leaders are ones that can balance their task/people orientation to various situations. A high score on both would indicate this balance. If you're too task-oriented, you tend to be autocratic. You get the job done, but at a high emotional cost. If you're too people-oriented, your leadership style may be overly laissez-faire. People are likely to be happy in their work but sometimes at the expense of productivity.

Your score should also help you to put yourself in situations that increase your likelihood of success. So, for instance, evidence indicates that when employees are experienced and know their jobs well, they tend to perform best with a people-oriented leader. If you're people-oriented, then this is a favorable situation for you. But if you're task-oriented, you might want to pass on this situation.

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- | | | | | | |
|--|----------|----------|----------|----------|----------|
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| 2. I would encourage overtime work. | N | S | <u>O</u> | F | A |
| ① 3. I would allow members complete freedom in their work. | N | S | O | F | <u>A</u> |
| 4. I would encourage the use of uniform procedures. | N | S | O | <u>F</u> | A |
| ① 5. I would permit the members to use their own judgment in solving problems. | N | S | O | F | <u>A</u> |
| 6. I would stress being ahead of competing groups. | N | S | <u>O</u> | F | <u>A</u> |
| 7. I would speak as a representative of the group. | N | S | O | F | <u>A</u> |
| ① 8. I would needle members for greater effort. | N | S | <u>O</u> | F | A |
| 9. I would try out my ideas in the group. | N | S | <u>O</u> | F | A |
| ① 10. I would let the members do their work the way they think best. | N | S | O | F | <u>A</u> |
| 11. I would be working hard for a promotion. | N | S | <u>O</u> | F | A |
| ① 12. I would be able to tolerate postponement and uncertainty. | N | <u>S</u> | O | F | A |
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| ① 19. I would be reluctant to allow the members any freedom of action. | <u>N</u> | S | O | F | A |
| ① 20. I would decide what shall be done and how it shall be done. | <u>N</u> | S | O | F | A |
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	that I should keep.	N	(S)	O	F	A
	23. Things would usually turn out as I predict.	N	S	(O)	F	A
(1)	24. I would allow the group a high degree of initiative.	N	S	O	F	(A)
	25. I would assign group members to particular tasks.	N	S	(O)	F	A
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	27. I would ask the members to work harder.	N	S	(O)	F	A
(1)	28. I would trust the group members to exercise good judgment.	N	S	O	F	(A)
	29. I would schedule the work to be done.	N	S	(O)	F	A
	30. I would refuse to explain my actions.	(N)	S	O	F	A
	31. I would persuade others that my ideas are to their advantage.	(N)	S	O	F	A
(1)	32. I would permit the group to set its own pace.	N	S	O	(F)	A
	33. I would urge the group to beat its previous record.	N	(S)	O	F	A
(1)	34. I would act without consulting the group.	(N)	S	O	F	A
	35. I would ask that group members follow standard rules and regulations.	N	S	O	F	(A)

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5. *High* Count the *circled number 1's*. This is your score for concern for people. - 9
6. *Low* Count the *uncircled number 1's*. This is your score for concern for task. - 8

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9

CHAPTER

Leading Followers

Key Concepts

After completing this chapter, you will be able to define these supervisory terms:

- autocratic leader
- charismatic leader
- consultative-participative leadership
- credibility
- democratic-participative leadership
- free-rein leader
- leadership
- leadership traits
- participative leadership
- people-centered leader
- readiness
- situational leadership
- task-centered leader
- transactional leader
- transformational leader
- trust
- visionary leadership

Chapter Outcomes and Learning Objectives

After reading this chapter, you will be able to:

- 9-1. Define *leadership* and describe the difference between a leader and a supervisor.
- 9-2. Identify the traits that may help you become a successful leader.
- 9-3. Define *charisma* and its key components.
- 9-4. Describe the skills of a visionary leader.
- 9-5. Differentiate between task-centered and people-centered leadership behaviors.
- 9-6. Identify and describe three types of participative leadership styles.
- 9-7. Explain situational leadership.
- 9-8. Describe situations in which leadership is irrelevant.

Monty Rakusen/Cultura Creative/Alamy



Responding to a Supervisory Dilemma



WavebreakmediaMicro/Fotolia

How do you lead people who are physically separated from you and with whom your interactions are primarily written digital communications? That's the challenge of being a virtual leader. Leadership research has been directed mostly at face-to-face and verbal situations, but we can't ignore the reality that today's supervisors and their employees are increasingly being linked by technology rather than by geographic proximity. So what guidance would be helpful to leaders who must inspire and motivate dispersed employees?

It's easy to soften harsh words in face-to-face communication with nonverbal action. A smile or a comforting gesture can go a long way in lessening the blow behind strong words like disappointed, unsatisfactory, inadequate, or below expectations. That nonverbal component doesn't exist in online interactions. The structure of words in a digital communication also has the power to motivate or demotivate the receiver. A supervisor who inadvertently sends a message in short phrases or in ALL CAPS may get a different response than if the message had been sent in full sentences using appropriate punctuation.

To be an effective virtual leader, supervisors must recognize that they have choices in the words and structure of their digital communications. They also need to develop the skill of "reading between the lines" in the messages they receive. It's important to try and decipher the emotional content of a message as well as the written content. Also, virtual leaders need to think carefully about what actions they want their digital messages to initiate. Be clear about what's expected and follow up on messages.

For an increasing number of supervisors, good interpersonal skills may include the abilities to communicate support and leadership through digital communication and to read emotions in others' messages. In this "new world" of communication, writing skills are likely to become an extension of interpersonal skills.

So what do you think? What challenges does a "virtual" leader face? How can virtual supervisors use technology to help them be more effective leaders? What should be more important to a virtual leader: focusing on the task or focusing on the people? Would you want to be a virtual leader or would you prefer to supervise face to face?

Sources: Vignette based on K. D. Strang, "Leadership Substitutes and Personality Impact on Time and Quality in Virtual New Product Development Projects," *Project Management Journal* (February 2011), pp. 73–90; A. Rapp, M. Ahearne, J. Mathieu, and T. Rapp, "Managing Sales Teams in a Virtual Environment," *International Journal of Research in Marketing* (September 2010), pp. 213–224; M. Muethel and M. Hoegl, "Cultural and Societal Influences on Shared Leadership in Globally Dispersed Teams," *Journal of International Management* (September 2010), pp. 234–256; J. Grenny, "Virtual Teams," *Leadership Excellence*, May 2010, p. 20; L. A. Hambley, T. A. O'Neill, and T. J. B. Kline, "Virtual Team Leadership: The Effects of Leadership Style and Communication Medium on Team Interaction Styles and Outcomes," *Organizational Behavior and Human Decision Processes*, May 2007, pp. 1–20; and B. J. Avolio and S. S. Kahai, "Adding the 'E' to E-Leadership: How It May Impact Your Leadership," *Organizational Dynamics*, January 2003, pp. 325–338.

The activities ongoing in an organization tell us something about leadership. On one hand, it's the leaders who make things happen and make the difference between success and failure. On the other hand, the way they do this may differ widely. The potential for success and the different ways it is achieved are addressed in this important chapter on leadership.

Understanding Leadership

Leadership is the ability you demonstrate when you influence others to act in a particular way. Through direction, encouragement, sensitivity, consideration, and support, you inspire your followers to accept challenges and achieve goals that may be viewed as difficult to achieve. As a leader, you help followers develop a sense of personal and professional accomplishment. Being a leader means building a commitment to goal attainment among those being led, as well as a strong desire for them to continue following.

You may think of leaders as individuals who are in charge of others. These would include you, as an authority over your employees; your boss; and anyone else who holds a position of power over you—such as your professor in this class. Obviously, through a variety of actions, you and the others have the ability to influence. Yet leadership frequently goes beyond formal positions. In fact, sometimes this person of power isn't around, yet leadership may still exist.

The words *leader* and *supervisor* are frequently used to mean the same thing, but they do not. Those who supervise others are appointed by the organization. They have legitimate power that allows them to reward and punish their employees. Their ability to influence employees is based on the formal authority inherent in their positions. In contrast, leaders may either be appointed or emerge from within a group. Leaders can influence others to perform beyond the actions dictated by formal authority.

Because no one yet has been able to demonstrate through research or logical argument that leadership ability is a hindrance to those who supervise, we can state that anyone who supervises employees should ideally be a leader. However, not all leaders necessarily have the capabilities in other supervisory functions, and thus not all should have formal authority. Therefore, when we refer to a leader in this chapter, we are talking about anyone who can influence others.

OBJECTIVE 9-1

Define *leadership* and describe the difference between a leader and a supervisor.

leadership

The ability an individual demonstrates to influence others to act in a particular way through direction, encouragement, sensitivity, consideration, and support.

OBJECTIVE 9-2

Identify the traits that may help you become a successful leader.

leadership traits

Qualities such as intelligence, charm, decisiveness, enthusiasm, strength, bravery, integrity, and self-confidence.

Are Leaders Born or Made?

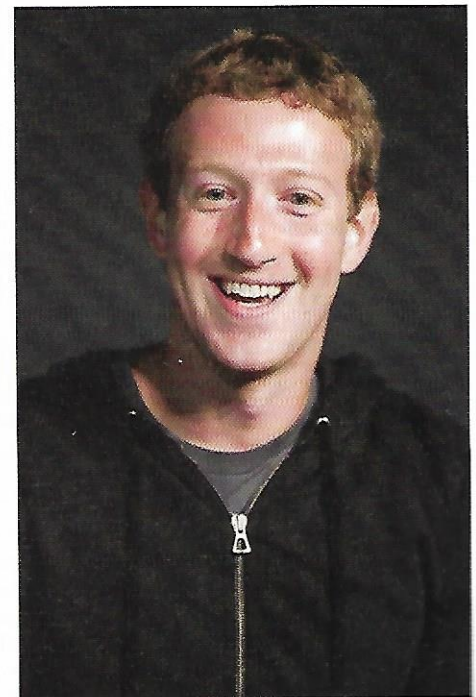
Ask the average person on the street what comes to mind when they think of leadership. You're likely to get a list of qualities such as intelligence, charm, decisiveness, enthusiasm, strength, bravery, integrity, and self-confidence. The responses that we get, in essence, represent **leadership traits**. The search for traits or characteristics that separate leaders from nonleaders dominated early research efforts in the study of leadership.

Is it possible to isolate one or more traits in individuals who are generally acknowledged to be able to influence others—such as Nikki Haley, Ken Chenault, Irene Rosenfeld, Mark Zuckerberg, Indra Nooyi, and Ginni Rometty—that nonleaders do not possess? You may agree that these individuals meet the fundamental definition of a leader, but they have completely different characteristics. If the concept of leadership traits is to prove valid, there must be identifiable characteristics that all leaders are born with.

WHAT ARE THE TRAITS OF SUCCESSFUL LEADERS?

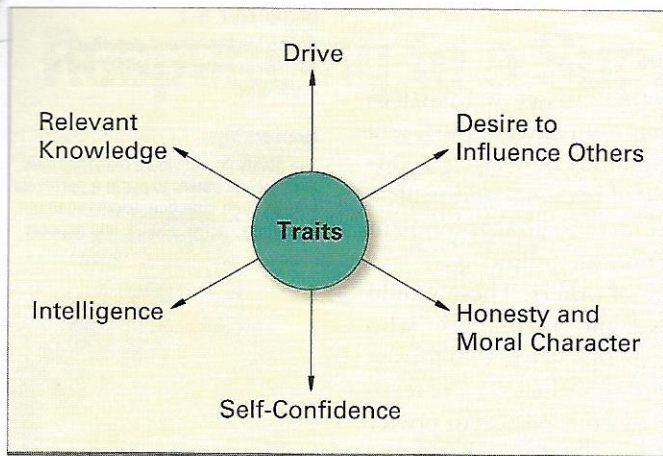
Research efforts at isolating specific leadership traits resulted in a number of dead ends. Attempts failed to identify a set of traits that would always differentiate leaders from followers and effective leaders from ineffective leaders. Perhaps it was a bit optimistic to believe that a set of consistent and unique personality traits could apply across the board to effective leaders in widely diverse organizations.

Attempts to identify traits consistently associated with those who are successful in influencing others have been more promising. For example, six traits on which leaders are seen to differ from nonleaders are drive, the



Jim Watson/Newscom

What is it about Mark Zuckerberg that makes him a visionary leader? Research tells us it's his ability to explain the vision, express the vision, and extend the vision. In doing so, he helps his employees look at problems in new ways and inspires them to put in extra effort.

**Exhibit 9-1**

Six traits of effective leaders.

desire to influence others, honesty and moral character, self-confidence, intelligence, and relevant knowledge (see Exhibit 9-1).¹

A person's *drive* reflects their desire to exert a high level of effort to complete a task. This type of individual often has a strong need to achieve and excel in what they do. Ambitious, this leader demonstrates high energy levels in their endless persistence in all activities. Furthermore, a person who has this drive frequently shows a willingness to take initiative.

Leaders have a clear *desire to influence others*. Often this desire to lead is viewed as a willingness to accept responsibility for a variety of tasks. A leader also builds trusting relationships with those they influence by being truthful and by showing a high consistency between spoken

words and actions. In other words, people are more apt to be influenced by someone whom they view as exhibiting *honesty and moral character*.

A person who leads also shows *self-confidence* to convince others of the correctness of goals and decisions. Employees prefer to be influenced by individuals who are free of self-doubt and they are influenced more by a supervisor who has a strong belief as opposed to one who frequently waffles on decisions made.

Influencing others requires a level of *intelligence*, too. To influence others successfully, one needs to be able to gather, synthesize, and interpret a lot of information. One must also be able to create a vision (a plan), communicate it in such a way that others understand it, solve problems, and make good decisions. Many of these intellectual abilities come from education and experience.

Finally, an effective leader has a high degree of *relevant knowledge* about the department and the unit's employees. This in-depth knowledge helps the supervisor make well-informed decisions and understand the implications those decisions have on others in the department.

OBJECTIVE 9-3

Define *charisma* and its key components.

charismatic leader

An individual with a compelling vision or sense of purpose, an ability to communicate that vision in clear terms that followers can understand, a demonstrated consistency and focus in pursuit of the vision, and an understanding of their own strengths.

WHAT IS THIS THING CALLED CHARISMA?

What do people like Jimmy Fallon, Andrew Luck, Suze Orman, and Oprah Winfrey have in common? They all have something in their personality construct called *charisma*. Each of these individuals are what we call a **charismatic leader**—that is, an enthusiastic, self-confident leader whose personality and actions influence people to behave in certain ways. Charisma is a magnetism that inspires followers to go the “extra mile” to reach goals that are perceived as difficult or unpopular. Being charismatic, however, is not attributed to a single factor. Instead, it too evolves from one's possession of several characteristics.²

Several authors have attempted to identify personal characteristics of the charismatic leader.³ The most comprehensive analysis identified five such characteristics:

¹S. A. Kirkpatrick and E. A. Locke, “Leadership: Do Traits Matter?” *Academy of Management Executive* 5, no. 2 (May 1991), 48–60.

²J. A. Conger and R. N. Kanungo, *Charismatic Leadership in Organizations* (Thousand Oaks, CA: Sage, 1998). See also, A. M. O’Roark, *The Quest for Executive Effectiveness: Turning Inside-Out Charismatic-Participatory Leadership* (Nevada City, CA: Symposium, 2000); C. G. Emrich, H. H. Brower, J. M. Feldman, and H. Garland, “Images in Words: Presidential Rhetoric, Charisma, and Greatness,” *Administrative Science Quarterly* 46, no. 3 (September 2001), 527–561; and J. J. Sosik, “The Role of Personal Meaning in Charismatic Leadership,” *Journal of Leadership Studies* 7, no. 2 (Spring 2000), 60–75.

they have a vision, the ability to articulate that vision, willingness to take risks to achieve that vision, sensitivity to both environmental constraints and follower needs, and behaviors that are out of the ordinary.⁴

There's an increasing body of evidence that shows impressive correlations between charismatic leadership and high performance and satisfaction among followers.⁵ If charisma is desirable, can people learn to be charismatic leaders? Or are charismatic leaders born with their qualities? Although some experts still think that charisma can't be learned, most believe that individuals can be trained to exhibit charismatic behaviors.⁶ Researchers have succeeded in teaching undergraduate students to "be" charismatic by teaching them to articulate a far-reaching goal, communicate high performance expectations, exhibit confidence in the ability of subordinates to meet those expectations, and empathize with the needs of their subordinates. They learned to project a powerful, confident, and dynamic presence, and they practiced using a captivating and engaging voice tone. The researchers also trained the student leaders to use charismatic nonverbal behaviors including leaning toward the follower when communicating, maintaining direct eye contact, and having a relaxed posture and animated facial expressions. In groups with these "trained" charismatic leaders, members had higher task performance, higher task adjustment, and better adjustment to the leader and to the group than did group members who worked in groups led by noncharismatic leaders.

In Chapter 8, we introduced the personality dimension called *self-monitoring* and we described high self-monitors as individuals who can easily adjust their behavior to different situations. They can read verbal and nonverbal social cues and alter their behavior accordingly. This ability to be a "good actor" has been found to be associated with charismatic leadership. Because high self-monitors can accurately read a situation, understand the feelings of employees, and then exhibit behaviors that match employees' expectations, they tend to emerge as effective and charismatic supervisors.

One last thing about charismatic leadership is that it may not always be necessary to achieve high levels of employee performance. It may be most appropriate when the

⁴J. A. Conger and R. N. Kanungo, *Charismatic Leadership in Organizations* (Thousand Oaks, CA: Sage, 1998).

⁵K. S. Groves, "Linking Leader Skills, Follower Attitudes, and Contextual Variables via an Integrated Model of Charismatic Leadership," *Journal of Management* 31, no. 2 (April 2005), 255–277; J. J. Sosik, "The Role of Personal Values in the Charismatic Leadership of Corporate Managers: A Model and Preliminary Field Study," *Leadership Quarterly* 16, no. 2 (April 2005), 221–244; A. H. B. deHoogh, D. N. den Hartog, P. L. Koopman, H. Thierry, P. T. van den Berg, J. G. van der Weide, and C. P. M. Wilderom, "Leader Motives, Charismatic Leadership, and Subordinates' Work Attitudes in the Profit and Voluntary Sector," *Leadership Quarterly* 16 (February 2005), 17–38; J. M. Howell and B. Shamir, "The Role of Followers in the Charismatic Leadership Process: Relationships and Their Consequences," *Academy of Management Review* 30, no. 1 (January 2005), 96–112; J. Paul, D. L. Costley, J. P. Howell, P. W. Dorfman, and D. Trafimow, "The Effects of Charismatic Leadership on Followers' Self-Concept Accessibility," *Journal of Applied Social Psychology* 31, no. 9 (September 2001), 1821–1844; J. A. Conger, R. N. Kanungo, and S. T. Menon, "Charismatic Leadership and Follower Effects," *Journal of Organizational Behavior* 21, no. 7 (2000), 747–767; R. W. Rowden, "The Relationship Between Charismatic Leadership Behaviors and Organizational Commitment," *Leadership & Organization Development Journal* 21, no. 1 (January 2000), 30–35; G. P. Shea and C. M. Howell, "Charismatic Leadership and Task Feedback: A Laboratory Study of Their Effects on Self-Efficacy," *Leadership Quarterly* 10 (Fall 1999), 375–396; S. A. Kirkpatrick and E. A. Locke, "Direct and Indirect Effects of Three Core Charismatic Leadership Components on Performance and Attitudes," *Journal of Applied Psychology* 81, no. 1 (February 1996), 36–51; D. A. Waldman, B. M. Bass, and F. J. Yammarino, "Adding to Contingent-Reward Behavior: The Augmenting Effect of Charismatic Leadership," *Group & Organization Studies* 15, no. 4 (December 1990), 381–394; and R. J. House, J. Woycke, and E. M. Fodor, "Charismatic and Noncharismatic Leaders: Differences in Behavior and Effectiveness," in Conger and Kanungo, *Charismatic Leadership*, 103–104.

⁶R. Birchfield, "Creating Charismatic Leaders," *Management* (June 2000), 30–31; S. Caudron, "Growing Charisma," *IndustryWeek*, May 4, 1998, 54–55; and J. A. Conger and R. N. Kanungo, "Training Charismatic Leadership: A Risky and Critical Task," in J. A. Conger and R. N. Kanungo (eds.), *Charismatic Leadership* (San Francisco, CA: Jossey-Bass, 1988), 309–323.

follower's task has an ideological purpose or when the environment involves a high degree of stress and uncertainty.⁷ This may explain why, when charismatic leaders surface, it's more likely to be in politics, religion, or wartime, or when a business firm is starting up or facing a survival crisis. For example, Martin Luther King Jr. used his charisma to bring about social equality through nonviolent means, and Steve Jobs achieved unwavering loyalty and commitment from Apple's technical staff in the early 1980s by articulating a vision of personal computers that would dramatically change the way people lived.

What can be said about the charismatic leader's effect on their followers? There is increasing support for the idea of a strong link between charismatic leadership and high performance and satisfaction among followers. People working for charismatic leaders are motivated to exert extra work effort, and because they like their leader, express greater satisfaction.⁸ Although one study found that charismatic CEOs had no impact on subsequent organizational performance, charisma is still believed to be a desirable leadership quality.⁹

Although traits of successful leaders have been identified over the years, these traits alone are not adequate for entirely explaining leadership effectiveness. The problem with focusing solely on traits is that it ignores the skills leaders must have, as well as the behaviors they must demonstrate in a number of situations. Fortunately, these latter two—skills and behaviors—can both be learned! Therefore, it is more correct to say that leaders are made.

OBJECTIVE 9-4

Describe the skills of a visionary leader.

visionary leadership

The ability to create and articulate a realistic, credible, attractive vision of the future that grows out of, and improves on, the present.

WHAT IS VISIONARY LEADERSHIP?

The term *vision* appeared a few paragraphs ago in our discussion of charismatic leadership. But visionary leadership goes beyond charisma. In this section, we review recent revelations about the importance of visionary leadership.

Visionary leadership is the ability to create and articulate a realistic, credible, attractive vision of the future for an organization or organizational unit—a vision that grows out of and improves on the present.¹⁰ This vision, if properly selected and implemented, is so energizing that it “in effect jump-starts the future by calling forth the skills, talents, and resources to make it happen.”¹¹

The key properties of a vision seem to be inspirational possibilities that are value centered, attainable, and well articulated. Visions should be able to create possibilities that are inspirational and unique and offer a new order that can produce organizational distinction. A vision is likely to fail if it doesn't offer a view of the future that is clearly and demonstrably better for the organization and its members. Desirable visions fit the times and circumstances and reflect the uniqueness of the organization. People in the organization must also believe that the vision is attainable. It should be

⁷J. G. Hunt, K. B. Boal, and G. E. Dodge, “The Effects of Visionary and Crisis-Responsive Charisma on Followers: An Experimental Examination,” *Leadership Quarterly* (Fall 1999), 423–448; R. J. House and R. N. Aditya, “The Social Scientific Study of Leadership: Quo Vadis?” *Journal of Management* 23, no. 3 (1997), 316–323; and House, “A 1976 Theory of Charismatic Leadership.”

⁸Conger and Kanungo, “Behavioral Dimensions,” 79.

⁹B. R. Agle, N. J. Nagarajan, J. A. Sonnenfeld, and D. Srinivasan, “Does CEO Charisma Matter? An Empirical Analysis of the Relationships Among Organizational Performance, Environmental Uncertainty, and Top Management Team Perceptions of CEO Charisma,” *Academy of Management Journal* 49 (February 2006), 161–174.

¹⁰This definition is based on M. Sashkin, “The Visionary Leader,” in *Charismatic Leadership: The Elusive Factor in Organizational Effectiveness*, ed. J. A. Conger, R. N. Kanungo, et al. (San Francisco: Jossey-Bass, 1988), 124–125; B. Nanus, *Visionary Leadership* (New York: Free Press, 1992), 8; N. H. Snyder and M. Graves, “Leadership and Vision,” *Business Horizons* 37, no. 1 (January–February 1994), 1; J. R. Lucas, “Anatomy of a Vision Statement,” *Management Review* 87, no. 2 (February 1998), 22–26; and S. Marino, “Where There Is No Visionary, Companies Falter,” *Industry Week*, March 15, 1999, 20.

¹¹Nanus, *Visionary Leadership*, 8.

perceived as challenging, yet doable. Visions that have clear articulation and powerful imagery are more easily grasped and accepted.

What are some examples of visions? Sir Richard Branson is the visionary founder and president of Virgin Group, one of the world's most recognized and respected brands in aviation, hospitality and leisure, telecommunications, financial services, health and wellness, and clean energy. Mary Kay Ash's vision of women as entrepreneurs selling products that improved their self-image gave impetus to her cosmetics company. Michael Dell created a vision of a business that allows Dell Computer to sell and deliver a finished PC directly to a customer in fewer than eight days.

What skills do visionary leaders exhibit? Once the vision is identified, these leaders appear to have three qualities that are related to effectiveness in their visionary roles.¹² First is the *ability to explain the vision* to others—making the vision clear in terms of required actions and aims through clear oral and written communication. President Ronald Reagan—the so-called great communicator—articulated a simple vision for his presidency: a return to happier and more prosperous times through less government, lower taxes, and a strong military.

Second is the *ability to express the vision* not just verbally but through the leader's behavior. This requires behaving in ways that continually convey and reinforce the vision. Herb Kelleher, when at the helm of Southwest Airlines, lived and breathed his commitment to customer service by doing anything needed to make the customer's experience more pleasant. The third skill is the *ability to extend the vision* to different leadership contexts. This is the ability to sequence activities so that the vision can be applied in a variety of situations.

Comprehension Check 9-1

1. The ability to influence others to act in a particular way is called
 - a. supervision.
 - b. leadership.
 - c. motivation.
 - d. all of the above.
2. Which one of the following is *not* regarded as a leadership trait?
 - a. Drive
 - b. Self-confidence
 - c. Honesty
 - d. Vision
3. An individual with a compelling sense of purpose that is communicated so that followers can understand is often regarded as a(n)
 - a. charismatic leader.
 - b. transactional leader.
 - c. autocratic leader.
 - d. participative leader.
4. The ability to create and articulate a realistic and credible view of the future of the organization is called
 - a. participative leadership.
 - b. visionary leadership.
 - c. charismatic leadership.
 - d. none of the above.

¹²J. R. Baum, E. A. Locke, and S. A. Kirkpatrick, "A Longitudinal Study of the Relation of Vision and Vision Communication to Venture Growth in Entrepreneurial Firms," *Journal of Applied Psychology* 83, no. 1 (February 1998), 43–54.

How Do You Become a Leader?

Becoming a leader requires certain skills (as well as many of the traits described previously): technical, conceptual, networking, and human relations skills. You're probably thinking you've heard these before. And you have! Some of these are the competencies that effective supervisors need—as discussed in Chapter 1. Because of their importance to leadership, let's look at them again—this time with an eye on leadership!

WHY DOES A LEADER NEED TECHNICAL SKILLS?

Although people may respect you as a person, when it comes to influencing them, they would like to believe you have the experience to make recommendations. This experience generally comes from your technical skills.

Technical skills are the tools, procedures, and techniques unique to your specialized situation. You need to master your job in your attempt to be viewed as an expert source of help. Others generally won't come to you unless they need assistance. Often they can't handle the exceptions and they'll look to you for guidance. If you did not have the technical skills you'd constantly have to ask someone else for the information. When you got it, you might be unable to adequately explain it to the employee who requested it. Eventually employees might go around you and talk directly to the source of the technical information. When that happens, you've lost some of your influence!

The need for knowledge of technical skills related to your job cannot be overstated. Those “in the know” do influence others. If you want followers to have confidence in your advice and the direction you give, they've got to perceive you as a technically competent supervisor.

HOW DO CONCEPTUAL SKILLS AFFECT YOUR LEADERSHIP?

Conceptual skills are your mental ability to coordinate a variety of interests and activities. It means having the ability to think in the abstract, analyze lots of information, and make connections between the data. An effective leader creates a vision by thinking critically and conceptualizing things and how they could be.

To think conceptually, you must look at the infamous “big picture.” Too many times, we get caught up in the daily grind, focusing our attention on the minute details. This is not to say that focusing on the details isn't important; without it, little may be accomplished. But setting long-term directions requires you to think about the future and to deal with the uncertainty and the risks of the unknown. To be a good leader, then, you must be able to make some sense out of this chaos and envision what can be.

HOW DO NETWORKING SKILLS MAKE YOU A BETTER LEADER?

Networking skills are your ability to socialize and interact with outsiders (those not associated with your unit). As a leader, it's understood that you cannot do everything by yourself. Therefore, you need to know where to go to get the things your followers need. This may mean “fighting” for more resources or establishing relationships outside your area that will provide some benefit to your followers. Networking means you must have good political skills—a point that shouldn't be overlooked.

Your employees will look to you to provide them what they need to do an excellent job. When you prove they can depend on you for tools (or running the interference) they need, you'll inspire confidence in them. They will respond better because they know you're willing to fight for them. Instead of finding a hundred reasons why they can't do something, they can come to you for help in finding the one way that will work. You muster the necessary resources and defend what “your people” are doing. In

challenging employees to push their limits, you know that mistakes will be made. When they are, you view them as a learning experience and something from which to grow.

WHAT ROLE DO HUMAN RELATIONS SKILLS PLAY IN EFFECTIVE LEADERSHIP?

Human relations skills focus on your ability to work with, understand, and motivate those around you. Good human relations skills require you to communicate effectively—especially your vision—with your employees and those outside your unit. It also means listening to what they have to say. A good leader is not a know-it-all, but rather someone who freely accepts and encourages involvement from his or her followers.

Human relations skills are the “people skills” frequently mentioned in today’s discussion of effective supervision. It’s coaching, facilitating, and supporting others around you. It’s understanding yourself and being confident in your abilities. It’s your honesty in dealing with others and the values you live by. It’s your confidence in knowing that by helping others succeed—and letting them get the credit—you’re doing the right thing for them, the organization, and yourself.

A coach helps people grow, improve, and perform better. However, a supervisor acting as coach to employees has to deal with the dynamics of the organization as well as the relationship with the employee. Their relationship is more than a coaching one because the supervisor is in a position to know the requirements of the job, the performance of the employee, and the expectations of the organization. In his classic book *A Passion for Excellence*, Tom Peters writes about leaders using coaching as a methodology for leading. He states, “Coaching is face-to-face leadership that pulls together people with diverse backgrounds, talents, experiences and interests, encourages them to step up to responsibility and continued achievement, and treats them as full-scale partners and contributors. Coaching is not about memorizing techniques or devising the perfect game plan. It is about really paying attention to people—really believing them, really caring about them, really involving them.”¹³

If an employee’s low performance is related to a skill deficiency, training methods may be used to correct the behavior. If substandard performance is not the result of a skill deficiency, then coaching may be the appropriate response. The dynamic process of coaching requires the supervisor to monitor the employee’s performance while reacting to changes in organizational needs and all the while adjusting their approach to the employee. Peters goes on to state, “Coaching is the process of enabling others to act, of building on their strengths. It’s counting on people to use their own special skill and competence, and then giving them enough room and enough time to do it. Coaching at its heart involves caring enough about people to take the time to build a personal relationship with them.”¹⁴ The coaching process is heavily leveraged by the trust that has been developed between the supervisor and the employee. In all coaching situations, supervisors play active roles in the success and improvement of the employee(s) supervised.

There’s one aspect that’s almost a guarantee with respect to leadership; that is, if you fail as a leader, it most likely won’t be because you lack technical skills. Rather, it’s more likely that your followers, as well as others, have lost respect for you because of your lack of human relations skills. If that ever happens, your ability to influence others will be seriously impaired.

One of the interesting aspects of leadership is that traits and skills are difficult for followers to detect. As a result, followers define your leadership by the behaviors they see in you. As the adage goes, actions speak louder than words. It’s what you do that matters. Therefore, you need to understand leadership behaviors.

¹³T. Peters and N. Austin, *A Passion for Excellence: The Leadership Difference* (New York: Random House, 1985), 325–326.

¹⁴*Ibid.*, p. 328.

Something to Think about (and promote class discussion)

GROWING LEADERS

How important are excellent leaders to organizations? If you were to ask 3M CEO George Buckley, he'd say extremely important. But he'd also say that excellent leaders don't just pop up out of nowhere. A company has to cultivate leaders who have the skills and abilities to help it survive and thrive. And like a successful baseball team with strong performance statistics that has a player development plan in place, 3M has its own farm system. Except that its farm system is designed to develop company leaders.

3M's leadership development program is so effective that in 2009 *Chief Executive* magazine and Hay Consulting Group named the company the best at developing future leaders. What is 3M's leadership program all about? About eight years ago, the company's former CEO (Jim McNerney, who is now Boeing's CEO) and his top team spent eighteen months developing a new leadership model for the company. After numerous brainstorming sessions and much heated debate, the group finally agreed on six "leadership attributes" that they believed were essential for the company to become skilled at executing strategy and being accountable. Those six attributes included the ability to "chart the course; energize and inspire others; demonstrate ethics, integrity, and compliance; deliver results; raise the bar; and innovate resourcefully." And now under Buckley's guidance, the company is continuing and reinforcing its pursuit of leadership excellence with these six attributes.

When asked about his views on leadership, Buckley said that he believes there is a difference between leaders and supervisors. "A leader is as much about inspiration as anything else. A supervisor is more about process." He believes that the key to developing leaders is to focus on those things that can be developed—like strategic thinking. Buckley also believes that leaders should not be promoted up and through the organization too quickly. They need time to experience failures and what it takes to rebuild.

Finally, when asked about his own leadership style, Buckley responded, "The absolutely best way for me to be successful is to have people working for me who are better. Having that kind of emotional self-confidence is vital to leaders. You build respect in those people because you admire what they do. Having built respect, you build trust. However hokey it sounds, it works." And it must be working as the company was named the number one most admired company in the medical and other precision equipment division of *Fortune's* most admired ranking for 2009.

Knowing that you want to advance through the ranks in your organization and become a leader in your own right, what do you think about Buckley's statement that leaders and supervisors differ? Do you agree? Why or why not? Chapter 9 references a number of leadership topics. Out of those topics, which leadership models, theories, or issues do you see in this case? List and describe. In regard to 3M, take each of the six leadership attributes that the company feels are important. Explain what you think each one involves. Then discuss how those attributes might be developed and measured. What did you learn about leadership from this discussion?

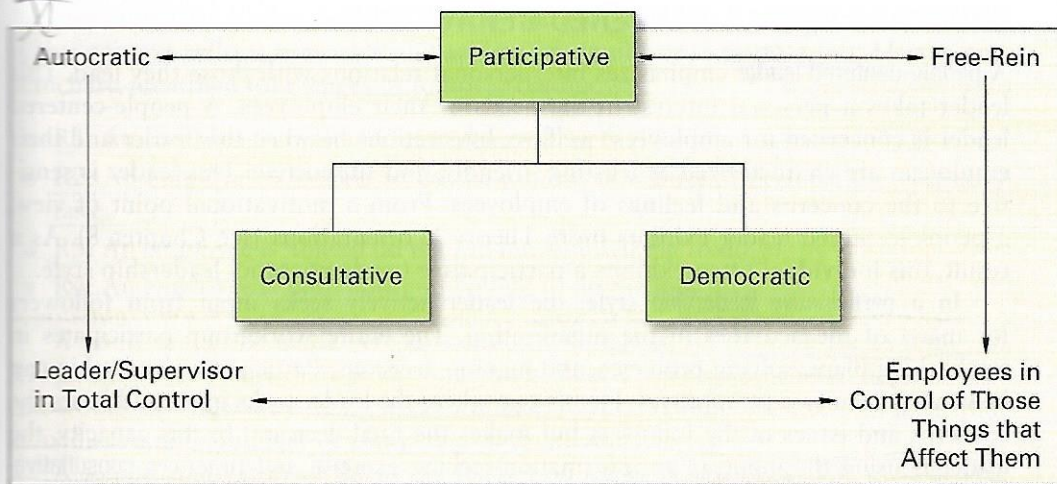
Sources: J. Kerr and R. Albright, "Finding and Cultivating Finishers," *Leadership Excellence* (July 2009), 20; D. Jones, "3M CEO Emphasizes Importance of Leaders," *USA Today*, May 18, 2009, 4B; G. Colvin, "World's Most Admired Companies 2009," *Fortune*, March 16, 2009, 75+; and M. C. Mankins and R. Steele, "Turning Great Strategy into Great Performance," *Harvard Business Review* (July/August 2005), 64–72.

OBJECTIVE 9-5

Differentiate between task-centered and people-centered leadership behaviors.

Leadership Behaviors and Styles

The inability to explain leadership solely from traits and skills has led researchers to look at the behaviors and styles that specific leaders have exhibited. Researchers wonder whether there is something unique in the behavior of effective leaders and the style in which they practice their craft. For example, do leaders tend to be more participative than autocratic?

**Exhibit 9-2**

Supervisory leadership behaviors.

A number of studies have looked at behavioral styles. The most comprehensive and most replicated of the behavioral theories resulted from research that began at Ohio State University in the late 1940s.¹⁵ This study (as well as others) sought to identify independent dimensions of leader behavior. Beginning with more than a thousand dimensions, researchers eventually narrowed the list down to two categories that accounted for most of the leadership behavior described by employees. These are best identified as task-centered and employee-centered behaviors (see Exhibit 9-2).¹⁶

WHAT IS TASK-CENTERED BEHAVIOR?

A **task-centered leader** has a strong tendency to emphasize the technical or task aspects of the job. This individual's major concern is ensuring that employees know precisely what is expected of them and providing any guidance necessary for goals to be met. Employees, as viewed by this leader, are a means to an end. That is, to achieve goals, employees have to do their jobs. As long as they do what is expected, this leader is happy. Calling a production-oriented person a leader may be somewhat of a misnomer. This individual may not lead in the classic sense, but simply ensures compliance with stated rules, regulations, and production goals. In motivational terms, a production-oriented leader frequently exhibits a Theory X orientation (see Chapter 8) or an autocratic/authoritarian leadership style.

An **autocratic leader** can best be described as a taskmaster. This individual leaves no doubt as to who's in charge and who has the authority and power in the group. They make all the decisions affecting the group and tell others what to do. This telling frequently happens in the form of orders—mandates that are expected to be followed. Failure to obey these orders usually results in some negative reinforcement at the hands of the authoritarian leader. Although counter to contemporary leadership philosophy, there are leaders in all types of organizations—business, government, and the military—for whom the autocratic style works best.

task-centered leader

An individual with a strong tendency to emphasize the technical or task aspects of a job.

autocratic leader

A taskmaster who leaves no doubt as to who's in charge, and who has the authority and power in the group.

¹⁵R. M. Stodgill and A. E. Coons, eds., *Leader Behavior: Its Description and Measurement*, Research Monograph No. 88 (Columbus: Ohio State University, Bureau of Business Research, 1951).

¹⁶Stodgill and Coons, *Leader Behavior*; and R. Kahn and D. Katz, "Leadership Practices in Relation to Productivity and Morale," in *Group Dynamics: Research and Theory*, 2nd ed., ed. D. Cartwright and A. Zander (Elmsford, NY: Row, Paterson, 1960), 41.

OBJECTIVE 9-6

Identify and describe three types of participative leadership styles.

people-centered leader

An individual who emphasizes interpersonal relations with those they lead.

participative leadership

The leadership style of an individual who actively seeks input from followers for many of the activities in the organization.

consultative-participative leadership

The leadership style of an individual who seeks input and hears the concerns and issues of followers but makes the final decision using input as an information-seeking exercise.

democratic-participative leadership

A leadership behavior whereby the leader offers followers a say in what is decided; decisions are made by the group.

free-rein leader

An individual who gives employees total autonomy to make decisions that will affect them.

WHAT ARE PEOPLE-CENTERED BEHAVIORS?

A **people-centered leader** emphasizes interpersonal relations with those they lead. This leader takes a personal interest in the needs of their employees. A people-centered leader is concerned for employees' welfare. Interactions between this leader and their employees are characterized as trusting, friendly, and supportive. This leader is sensitive to the concerns and feelings of employees. From a motivational point of view, a people-centered leader exhibits more Theory Y orientations (see Chapter 8). As a result, this individual often exhibits a participative (or democratic) leadership style.

In a **participative leadership** style, the leader actively seeks input from followers for many of the activities in the organization. The entire workgroup participates in establishing plans, solving problems, and making decisions. Participative leadership can be viewed from two perspectives. First is one where the leader seeks input and hears the concerns and issues of the followers but makes the final decision. In this capacity, the leader is using the input as an information-seeking exercise and practices **consultative-participative leadership**. On the other hand, a participative leader may allow the followers to have a say in what's decided, thereby practicing **democratic-participative leadership**.

Finally, one other behavioral leadership style is often referred to as free-reining. A **free-rein leader** (or *laissez-faire* leader) gives employees total autonomy to make the decisions that will affect them. After the leader establishes overall objectives and general guidelines, the employees are free to establish their own plans for achieving their goals. This implies that the leader is removed from the day-to-day activities of the employees but is always available to deal with the exceptions.

WHAT BEHAVIOR SHOULD YOU EXHIBIT?

In today's organizations, many employees appear to prefer to work for a supervisor with a people-centered leadership style. However, just because this style appears "friendlier" to employees, we cannot make a sweeping generalization that a people-centered leadership style will make you a more effective supervisor. There has actually been very little success in identifying consistent relationships between patterns of leadership behavior and successful organizational performance. Results vary. In some cases, people-centered styles generate both high productivity and high follower satisfaction. However, in others, followers are happy, but productivity suffers. What sometimes is overlooked in trying to pinpoint one style over the other are the situational factors that influence effective leadership. Our advice is that a supervisor should be prepared to use any style the situation calls for.

OBJECTIVE 9-7

Explain situational leadership.

Effective Leadership

It became increasingly clear to those studying leadership that predicting leadership success involved something more complex than isolating a few traits or preferable behaviors. The failure to find answers led to a new focus on situational influences. The relationship between leadership style and effectiveness suggested that under Condition A, Style X would be appropriate, whereas Style Y would be more suitable for Condition B, and Style Z for Condition C. But what were the Conditions A, B, C, and so forth? It was one thing to say that leadership effectiveness depended on the situation and another to be able to isolate those situational conditions. The key to many of these situational theories was their inclusion of followers.

Paul Hersey and Kenneth Blanchard proposed a leadership model called situational leadership. They emphasize that leadership styles must adjust to specific situations.¹⁷ Given that without employees there is no leader, **situational leadership** shows how you should adjust your leadership style to reflect employees' needs.

situational leadership

Adjustment of a leadership style to specific situations to reflect employee needs.

¹⁷P. Hersey and K. Blanchard, *Management of Organization Behavior: Utilizing Human Resources*, 5th ed. (Upper Saddle River, NJ: Prentice Hall, 1988).

Situational leadership focuses attention on the readiness of employees. **Readiness** in this context reflects how able and willing an employee is to do a job. Hersey and Blanchard identified four stages of follower readiness:

readiness

The ability and willingness of an employee to complete a task.

- **R1:** An employee is both unable and unwilling to do a job.
- **R2:** An employee is unable to do the job but is willing to perform the necessary tasks.
- **R3:** An employee is able to do the job but is unwilling to do so.
- **R4:** An employee is both able and willing to do the job.

A point should be made here concerning willingness. As defined, for example, in R1, an employee is unwilling to do something. This is not the same unwillingness that you would associate with being insubordinate. Rather, it's unwillingness because that individual is not confident or competent to do a job.

A second component of the model focuses on leader behavior. Leaders must behave in a given way contingent on where an employee is in terms of readiness. Leader behavior in this model reflects the leader-employee communications taking place. Task behavior is viewed as one-way communication—from the leader to the employee. Relationship behavior reflects two-way communication—between the leader and the employee. Given that high and low degrees of these two behaviors can exist, Hersey and Blanchard identified four specific leadership styles based on the maturity of the follower (see Exhibit 9-3).

The Telling leadership style is appropriate with a new employee (R1) uncertain about the job responsibilities and the tasks required. Communication between you and the employee, at this point, needs to be one-way. You need to tell her what to do and give her specific directions on how to do it. The employee will not remain at this stage for long, and after being provided with ample directions and getting more familiar with the job, she'll move to stage R2.

The Selling leadership style works well with an employee at the R2 stage of work development. The employee is more involved in her job but still lacks some ability and is not fully trained. The R2 employee asks questions about things not fully understood and may question why certain things have to be done as you have asked. There may be a need to sell your ideas to get this employee to accept what you feel is necessary. High degrees of both one-way and two-way communication are happening simultaneously.

The Participating leadership style comes into play after the employee has become expert on her job (R3). Knowing her duties better than anybody, she's beginning to put her special mark on things. You no longer need to tell her what to do, but you still need to be involved in what she's doing. She's not to the point yet where you feel comfortable leaving her totally alone, and you recognize this employee still has some developing to do. This leadership style is supportive and not overly task-centered.

The Delegating leadership style emerges when the employee has fully developed. She has your trust and can carry out her duties with little, if any, direction (R4). She basically needs to be left alone, and you simply assign the tasks and let her do her job. After appraising her performance you know she can and will get the job done. If she needs help, you're always available to deal with the exceptions.

An important aspect of situational leadership is that an employee can be in all four quadrants at the same time. To lead properly, you must be able to exhibit the correct leadership style given what each employee needs. You also need to demonstrate a leadership style that's consistent with your employees' abilities (see "News Flash! National Culture Could Affect Your Leadership Style").

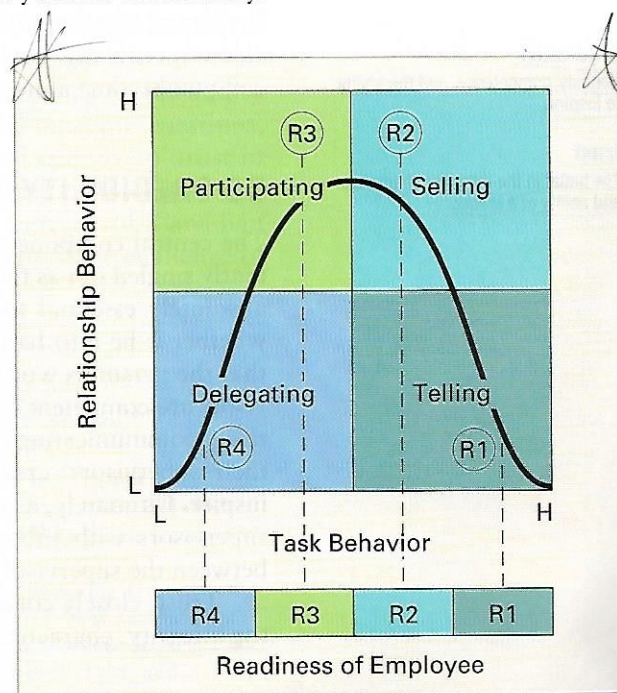


Exhibit 9-3

Situational leadership.

News Flash!

NATIONAL CULTURE COULD AFFECT YOUR LEADERSHIP STYLE

One general conclusion that surfaces from learning about leadership is that you shouldn't use any single leadership style in *every* case. Instead, you should adjust your style to the situation. Although not mentioned specifically in any of the theories we've presented, national culture is clearly an important situational variable in determining which leadership style will be most effective for you.

National culture affects leadership by way of your employees. You cannot choose your leadership styles at will. Rather, you are constrained by the cultural conditions your employees come to expect. For example, an autocratic leadership style is more compatible with cultures where power is unequal, such as those found in Arab, Far Eastern, and Latin American countries. This cultural "power" ranking should be a good indicator of employees' willingness to accept participative leadership. Participation is likely to be most effective in cultures in which power is more equally

distributed—such as those in Norway, Finland, Denmark, and Sweden.

It's important to remember that most leadership theories were developed by North American researchers using North American subjects. The United States, Canada, and the Scandinavian countries all rate below average on "power" criteria. This realization may help explain why our theories tend to favor more participative and empowering styles of leadership. Accordingly, you need to consider national culture as yet another contingency variable in determining your most effective leadership style.

Sources: G. Hofstede, "Motivation, Leadership, and Organization: Do American Theories Apply Abroad?" *Organizational Dynamics* 9, no. 1 (Summer 1980), 57; and A. Ede, "Leadership and Decision Making: Management Styles and Culture," *Journal of Managerial Psychology*, July 1992, 28–31.

Contemporary Leadership Roles

credibility

Honesty, competence, and the ability to inspire.

trust

The belief in the integrity, character, and ability of a leader.

Let's turn our attention to important issues that every effective supervisor must consider. Specifically, how do you build **credibility** and **trust** with your employees, and how can you become a more empowering supervisor?

DO CREDIBILITY AND TRUST REALLY MATTER?

The central component of credibility is honesty. Surveys show that honesty is consistently singled out as the number-one characteristic of admired supervisors. "Honesty is absolutely essential to leadership. If people are going to follow someone willingly, whether it be into battle or into the boardroom, they first want to assure themselves that the person is worthy of their trust."¹⁸ In addition to being honest, credible supervisors are competent and inspiring. They need to appear capable and they can be effectively communicating confidence and enthusiasm to their employees. Employees judge their supervisors' credibility in terms of their honesty, competence, and ability to inspire. Ultimately, a supervisor's credibility separates supervisors with followers from supervisors with subordinates and is built on the quality of relationships that exist between the supervisors and their employees.

Trust, closely connected with the concept of credibility, is defined as the belief in the integrity, character, and ability of a leader. When employees trust their supervisor,

¹⁸J. M. Kouzes and B. Z. Posner, *Credibility: How Leaders Gain and Lose It, and Why People Demand It* (San Francisco: Jossey-Bass, 1993), 14.

they're willing to be vulnerable to their supervisor's actions because they're confident that their rights and interests won't be abused.¹⁹ Research has identified five dimensions that make up the concept of trust:²⁰

- Integrity: honesty and truthfulness
- Competence: technical and interpersonal knowledge and skills
- Consistency: reliability, predictability, and good judgment in handling situations
- Loyalty: willingness to protect a person, physically and emotionally
- Openness: willingness to share ideas and information freely

Of these five dimensions, integrity seems to be the most critical when someone assesses another's trustworthiness.²¹ Additionally, both integrity and competence are leadership traits consistently associated with successful supervisors.

WHY ARE CREDIBILITY AND TRUST IMPORTANT?

The top rating of honesty as an identifying characteristic of admired supervisors indicates the importance of credibility and trust to leadership effectiveness.²² This has probably always been true. However, recent changes in the workplace have reignited interest and concern about supervisors building trust.

The trend toward empowering employees and creating self-managed work teams has reduced or removed many of the traditional control mechanisms used to monitor employees. As employees become increasingly free to schedule their own work, evaluate their own performance, and in some cases, even make their own team hiring decisions, trust becomes critical. Employees have to trust supervisors to treat them fairly, and supervisors have to trust employees to fulfill their responsibilities conscientiously.

Supervisors must increasingly lead others who are not in their direct line of authority—members of project teams, individuals who work for suppliers, customers, and people who represent other organizations through such arrangements as corporate partnerships. These situations don't allow supervisors to fall back on their formal positions to exact compliance. Many of the relationships, in fact, are dynamic. The ability to develop trust quickly may be crucial to the success of such relationships (see the section titled "Building Trust" at the end of this chapter).

Now, more than ever, supervisory leadership effectiveness depends on the ability to gain the trust of followers.²³ Downsizing, corporate financial misrepresentations, and the increased use of temporary employees have undermined employees' trust in their leaders and shaken the confidence of investors, suppliers, and customers. A survey found that only 39 percent of U.S. employees and 51 percent of Canadian employees trusted their executive leaders.²⁴ Today's supervisors have the challenge of rebuilding and restoring trust with their employees.

¹⁹J. D. Lewis and A. Weigert, "Trust as a Social Reality," *Social Forces*, June 1985, 970.

²⁰P. L. Schindler and C. C. Thomas, "The Structure of Interpersonal Trust in the Workplace," *Psychological Reports*, October 1993, 563–573.

²¹H. H. Tan and C. S. F. Tan, "Toward the Differentiation of Trust in Supervisor and Trust in Organization," *Genetic, Social, and General Psychology Monographs* 126, no. 2 (May 2000), 241–260.

²²J. M. Kouzes and B. Z. Posner, *Credibility: How Leaders Gain and Lose It, and Why People Demand It* (San Francisco: Jossey-Bass, 1993), 14.

²³R. Zemke, "The Confidence Crisis," *Training* (June 2004), 22–30; J.A. Byrne, "Restoring Trust in Corporate America," *Business Week*, June 24, 2002, 30–35; S. Armour, "Employees' New Motto: Trust No One," *USA Today*, February 5, 2002, 1B; J. Scott, "Once Bitten, Twice Shy: A World of Eroding Trust," *New York Times*, April 21, 2002, WK5; J. Brockner, P. A. Siegel, J. P. Daly, T. Tyler, and C. Martin, "When Trust Matters: The Moderating Effect of Outcome Favorability," *Administrative Science Quarterly* 42 (September 1997), 558.

²⁴"Weathering the Storm: A Study of Employee Attitudes and Opinions," *WorkUSA 2002 Study*, Watson Wyatt, <http://www.watsonwyatt.com/research/printable.asp?id=w-557> (accessed August 1, 2011).

WHAT IF YOU PLAY FAVORITES?

You would think that one way to undermine employees' trust in you would be for you to be seen as someone who plays favorites. In many cases you'd be right. But many supervisors, it appears, play favorites. That is, they do not treat all their employees in the same manner. You're likely to have favorite employees who make up your "in-group." You'll have a special relationship with this small group. You'll trust them, give them a lot of your attention, and often give them special privileges. Not surprisingly, they'll perceive themselves as having preferred status. Be aware that this creation of a favored in-group can undermine your credibility, especially among employees outside this in-group.

Be cautious of this tendency to create favorites in your department. You're human, so you'll naturally find some employees you feel closer to and with whom you'll want to be more open. What you need to think through is whether you want this favoritism to show. When this favored-employee status is granted to someone based on nonperformance criteria—for example, because you share similar interests or common personality traits—it is likely to lessen your leadership effectiveness. However, it may have a place when you favor employees who are high performers. In such cases, you are rewarding a behavior that you want to reinforce. Be careful when you follow this practice. Unless performance measures are objective and widely visible, you may be seen as arbitrary and unfair.

HOW CAN YOU LEAD THROUGH EMPOWERMENT?

Several times in different sections of this text, we've stated that supervisors increasingly lead by empowering their employees. Millions of individual employees and teams of employees are making key operating decisions that directly affect their work. They are developing budgets, scheduling workloads, controlling inventories, solving quality problems, evaluating their own performance, and so on; activities that until very recently were viewed exclusively as part of the supervisor's job.

The increased use of empowerment is being driven by two forces. First is the need for quick decisions by people who are most knowledgeable about the issues. That requires, at times, moving decisions to employee levels. If organizations are to compete successfully in a dynamic global village, they have to be able to make decisions and implement changes quickly. Second is the reality that the downsizing and restructuring of organizations left many supervisors with considerably larger spans of control than they had before. To cope with the demands of an increased workload, supervisors have to empower their people. As a result, they are sharing power and responsibility with their employees. This means their role is to show trust in, provide vision to, remove performance-blocking barriers from the path of, offer encouragement to, motivate, and coach employees.

Does this wholesale support of shared leadership appear strange, given the attention paid previously to contingency theories of leadership? If it doesn't, it should. Why? Because empowerment proponents are essentially advocating a noncontingent approach to leadership. That means they claim that empowerment will work anywhere. So, directive, task-oriented, autocratic leadership is out.

The problem with this kind of thinking is that the current empowerment movement ignores the extent to which leadership can be shared and the conditions facilitating successful shared leadership. Because of factors such as downsizing—which results in the need for higher-level employee skills, continuous employee training, implementation of continuous-improvement programs, and introduction of self-managed teams—the need for shared leadership is increasing. But that is not true in all situations. Blanket acceptance of empowerment or any universal approach to leadership is inconsistent with the best and most current evidence we have on leadership.

WHY SHOULD SUPERVISORS ENGAGE THEIR EMPLOYEES?

Gallup's State of the Global Workplace Report reveals only 13 percent of employees worldwide are engaged at work. New Zealand has one of the highest levels of engaged employees among the countries surveyed, at 23 percent. Australia's engagement rate is similar, at 24 percent. Both countries fall short of the United States, where 30 percent of employees are engaged at work.²⁵

Why do supervisors need to engage their employees? Engaged employees are passionate about their job, put forth the extra effort, and are connected to the organization. Engaged employees are innovators with drive and the ambition to propel the organization forward. Conversely, unengaged employees have "left the building" and are merely going through the motions at work. They no longer have passion or energy for their work. Finally, disengaged employees are busy acting out their unhappiness, wasting time while undermining the efforts of engaged coworkers.

There are five strategies organizations can use to help build their constituency of engaged employees. First, use employee surveys to collect data that are specific, relevant, and actionable for any team at any organizational level; then use the data to impact organizational performance metrics. Second, organizations should encourage supervisors and their employees to participate in engagement initiatives by including them as performance expectations; help them identify barriers to engagement as well as opportunities to effect positive change. Third, select supervisors based on their willingness to empower their employees, recognize their contributions, and seek their input; selecting supervisors with these qualities increase the odds for employee engagement. Fourth, provide coaching for supervisors so they can take an active role in working with employees to develop personal engagement plans; encourage supervisors to maintain an ongoing focus on engagement. Finally, encourage supervisors to combine engagement goals with regular meetings, planning sessions, and individual face-to-face employee interactions; continuous reinforcement will build commitment to engagement practices.

Supervisors are in a position to communicate and share employee engagement best practices throughout the organization. Converting unengaged employees into engaged workers is one of the most cost-effective strategies a company can implement to increase performance of the workforce.

Leadership Issues Today

We finish this chapter by looking at two current debates surrounding leadership: the movement from transactional to transformational leadership and team leadership. The section ends with a discussion on leadership relevance.

WHAT ARE TRANSACTIONAL AND TRANSFORMATIONAL LEADERS?

It is important to differentiate between transactional leaders and transformational leaders.²⁶ As you'll see, because transformational leaders are also charismatic, there is some overlap between this topic and the preceding discussion on charismatic traits.

Most leadership models address **transactional leaders**. These leaders guide or motivate their employees in the direction of established goals by clarifying role and task requirements. Another type of leader inspires followers to transcend their own self-interests

transactional leader

A leader who guides or motivates employees in the direction of established goals by clarifying role and task requirements.

²⁵Source: Based on R. Reilly, "Five Ways to Improve Employee Engagement Now," *GALLUP Business Journal* (January 07, 2014), <http://businessjournal.gallup.com> (accessed April 9, 2014); *State of the Global Workplace: Employee Engagement Insights for Business Leaders Worldwide*, 2013, Gallup, Inc., <http://www.gallup.com> (accessed April 9, 2014).

²⁶B. M. Bass, "From Transactional to Transformational Leadership: Learning to Share the Vision," *Organizational Dynamics* 18, no. 3 (Winter 1990), 19–31.

transformational leader

A leader who inspires followers to transcend self-interests for the good of the organization and who is capable of having a profound and extraordinary effect on followers.

for the good of the organization. These leaders are capable of having a profound and extraordinary effect on their followers. These are called **transformational leaders**. They pay attention to the concerns and developmental needs of employees; they change employees' awareness of issues by helping them look at old problems in new ways; and they excite, arouse, and inspire followers to put out extra effort to achieve group goals.

Transactional and transformational supervision should not be viewed as opposing approaches to getting things done. Transformational supervision is built on top of transactional supervision. Transformational supervision produces levels of employee effort and performance that go beyond what would occur with a transactional approach alone. Moreover, transformational supervision is more than charisma. "The purely charismatic [leader] may want employees to adopt the charismatic's world view and go no further. The transformational supervisor will attempt to instill in employees the ability to question not only established views but eventually those established by the leader."²⁷

The evidence supporting the superiority of transformational supervision over the transactional variety is overwhelmingly impressive. In summary, it indicates that transformational supervision leads to lower turnover rates, higher productivity, and higher employee satisfaction.

WHAT IS TEAM LEADERSHIP?

Leadership is increasingly taking place within a team context. As teams grow in popularity, the role of the leader in guiding team members takes on heightened importance. And the role of team leader is different from the traditional leadership role performed by first-line supervisors. J. D. Bryant, a supervisor at Texas Instruments' Forest Lane plant in Dallas, found that out.²⁸ One day he was happily overseeing a staff of fifteen circuit-board assemblers. The next day he was informed that the company was moving to teams and that he was to become a "facilitator." "I'm supposed to teach the teams everything I know and then let them make their own decisions," he said. Confused about his new role, he admitted, "There was no clear plan on what I was supposed to do." In this section, we consider the challenge of being a team leader, review the new roles that team leaders take on, and offer some tips on how to increase the likelihood that you can perform effectively in this position.

Many leaders are not equipped to handle the change to teams. As one prominent consultant noted, "Even the most capable managers have trouble making the transition because all the command-and-control-type things they were encouraged to do before are no longer appropriate. There's no reason to have any skill or sense of this." This same consultant estimated that "probably 15 percent of managers are natural team leaders; another 15 percent could never lead a team because it runs counter to their personality. [They're unable to sublimate their dominating style for the good of the team.] Then there's that huge group in the middle: Team leadership doesn't come naturally to them, but they can learn it."²⁹

The challenge for most supervisors, then, is to learn how to become an effective team leader. They have to learn skills such as the patience to share information, to trust others, to give up authority, and to understand when to intervene. Effective leaders have mastered the difficult balancing act of knowing when to leave their teams alone and when to intercede. New team leaders may try to retain too much control at a time when team members need more autonomy, or they may abandon their teams at times when the teams need support and help.³⁰

²⁷B. J. Avolio and B. M. Bass, "Transformational Leadership: Charisma and Beyond," working paper, School of Management, State University of New York, Binghamton (1995), 14.

²⁸S. Caminiti, "What Team Leaders Need to Know," *Fortune*, February 20, 1995, 93-100.

²⁹Caminiti, "What Team Leaders Need to Know," 93-100.

³⁰W. H. Decker and D. M. Rotondo, "Relationships Among Gender, Types of Humor, and Perceived Leader Effectiveness," *Journal of Managerial Issues* 13, no. 4 (Winter 2001), 450-466; and S. Simsarian, "Leadership and Trust Facilitating Cross-Functional Team Success," *Journal of Management Development* 21, no. 3 (March-April 2002), 201-215.

WHAT IS E-LEADERSHIP?

Leading employees physically separated from the organization is a challenge for supervisors in the twenty-first century. Generally, leadership is viewed as an interaction between personnel who are physically present in the organization and able to receive face-to-face communication. Changes in communication technology have changed the reality of modern supervisors, and they are often called on to manage workers geographically dispersed around the country or even the globe. Virtual teams and telecommuting employees are linked to the office via computers and Internet connections, receiving all official communication by e-mail.

Because e-leadership is a relatively new phenomenon in the business world, there is a paucity of information regarding motivation techniques for dispersed employees. However, it is important for leaders to consider their behavior in situations defined by Internet interactions. Communication lacking the support of nonverbal behavior can easily be misunderstood and terse messages in an all caps format may be misinterpreted as aggressive regardless of the use of emoticons in an attempt to soften the message.

Effective e-leadership requires supervisors to be judicious in their choice of words while monitoring their messages for anything that may appear to have subliminal meaning to the reader. E-leaders must consider what they want their readers to perceive and keep in mind that the development of trust in long-distance leadership situations may be difficult to achieve. The writing ability of the e-leader will be a necessary component of effective interpersonal leadership skills as more supervisors find themselves managing widely geographically dispersed employees.³¹

IS LEADERSHIP ALWAYS RELEVANT?

We conclude this section by offering this opinion: The belief that a particular leadership style will always be effective regardless of the situation may not be true. Leadership may not always be important. Data from numerous studies demonstrate that, in many situations, any behaviors a leader exhibits are irrelevant. Certain individual, job, and organizational variables can act as substitutes for leadership or neutralize the leader's ability to influence followers.³² These things make it impossible for leader behavior to make any difference in follower outcomes. They negate the leader's influence.

Substitutes, on the other hand, make a leader's influence not only impossible but also unnecessary. They act as a replacement for the leader's influence. For instance, characteristics of employees such as experience, training, professional orientation, or indifference toward organizational matters can substitute for, or neutralize, the effect of leadership. Experience and training, for instance, can replace the need for a leader to organize jobs and reduce task ambiguity. Jobs that are inherently unambiguous and routine (e.g., working on an assembly line) or that are intrinsically satisfying (e.g., a research scientist) may place fewer demands on the leadership variable. Organizational characteristics such as explicit formalized goals, rigid rules and procedures, and cohesive workgroups can also substitute for leadership.

OBJECTIVE 9-8

Describe situations in which leadership is irrelevant.

³¹S. Robbins and T. Judge, *Organizational Behavior*, 13th ed. (Upper Saddle River, NJ: Pearson Prentice Hall, 2009), 431–432.

³²See, for example, S. Kerr and J. M. Jermier, "Substitutes for Leadership: Their Meaning and Measurement," *Organization Behavior and Human Performance* 22, no. 3 (December 1978), 375–403; J. P. Howell and P. W. Dorfman, "Substitutes for Leadership: Test of a Construct," *Academy of Management Journal* 24, no. 4 (December 1981), 714–728; J. P. Howell, P. W. Dorfman, and S. Kerr, "Leadership and Substitutes for Leadership," *Journal of Applied Behavioral Science* 22, no. 1 (1986), 29–46; J. P. Howell, D. E. Bowen, P. W. Dorfman, S. Kerr, and P. M. Podsakoff, "Substitutes for Leadership: Effective Alternatives to Ineffective Leadership," *Organizational Dynamics*, 19, no. 1 (Summer 1990), 21–38; P. M. Podsakoff, S. B. MacKenzie, and W. H. Bommer, "Meta-Analysis of the Relationships between Kerr and Jermier's Substitutes for Leadership and Employee Attitudes, Role Perceptions, and Performance," *Journal of Applied Psychology* 81 (August 1996), 380–399; and J. M. Jermier and S. Kerr, "Substitutes for Leadership: Their Meaning and Measurement—Contextual Recollections and Current Observations," *Leadership Quarterly* 8, no. 2 (1997), 95–101.

This realization that leaders don't always have an effect on those they are supposed to lead should not be that alarming. After all, factors such as attitudes, personality, ability, and group norms have been documented as having an effect on employee performance and satisfaction. Yet supporters of the leadership concept have tended to place an undue burden on leadership for explaining and predicting behavior. It is too simplistic to state that employees are guided to goal accomplishment solely by the actions of a leader. It's important, therefore, to recognize that leadership is another variable in organizational effectiveness. In some situations, it may contribute a lot to employee productivity, absence, turnover, citizenship, and satisfaction. But in other situations, it may contribute little toward those ends.

Comprehension Check 9-2

5. A taskmaster is often referred to as a(n) _____ leader.
 - a. task-centered
 - b. autocratic
 - c. people-centered
 - d. participative
6. A person who gives employees total autonomy to make decisions that will affect them is called a _____ leader.
 - a. participative
 - b. democratic
 - c. free-reign
 - d. people-centered
7. An employee who is able to do the job, but unwilling to be told by a leader what to do, would be classified at which readiness level in the situational leadership model?
 - a. R-4
 - b. R-3
 - c. R-2
 - d. R-1
8. Which one of the following is *not* a dimension of trust?
 - a. Consistency
 - b. Loyalty
 - c. Openness
 - d. Risk taking