

## CHAPTER 3

# Leadership Theories and Styles

*It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant—first to make sure that other people's highest priority needs are being served.*

- Robert Greenleaf

### 1. POWER AND LEADERSHIP

Matt knows history is replete with examples of leaders whose unique personality traits and character—and the leadership situations they found themselves in—required them to use a variety of leadership styles to influence followers in accomplishing the organizational vision and its immediate mission. As the chief executive officer, his style would be judged as good or bad based on not only the accomplishments of his followers in achieving the desired end state of the company but also the specific style he chooses to adopt for the situation with which he is presented. If he chooses the wrong style, he may achieve the mission but lose credibility (referent power) as a result of the manner he used to influence the stakeholders of the organization. Possessing “good” or “bad” leadership character is formulated in the eye of the beholder, and this judgment is reserved for the end of the leader-to-led process. Each time he asserts a particular style, he becomes a change agent to influence and affect the lives of stakeholders, be it the public, followers, subordinates, family members, or peers. In the end, the stakeholders become the ultimate judges of his character and whether his leadership style established or degraded their trust and confidence in his leadership credibility (expert and referent power).

### 2. LEADERSHIP THEORIES

#### LEARNING OBJECTIVES

1. Understand personal leadership characteristics, traits, and attributes.
2. Define leadership theories that best fit your leadership personality.

There are several theories to review in the study of leadership. Each author conducting a study on a particular leadership theory provides a unique conceptualization or perspective of how leadership is defined in its application of theory. This section classifies leadership theories according to the types of variables that are most emphasized in a selected theoretical approach. Leadership variables are often classified in terms of three characteristics—namely, those of the *leader*, *follower*, and the *situation*. The “Key Variables in Leadership Theories” sidebar identifies the key variables of each leadership theory and its corresponding characteristics.

This section discusses five approaches to the study of leadership. They are the trait, behavioral, power-influence, situational, and **integrative approaches**. No theoretical approach in and of itself guarantees leadership success. Instead, a variety of leadership methods should be used to achieve leadership success. However, research explains the progress in discovering how leadership theories relate to the exercise of leadership with regard to the leader, the follower, and situational characteristics.

#### integrative approach

Includes more than a single variable of theoretical study, often combining more than two theories.

### Key Variables in Leadership Theories

#### Characteristics of a Leader

- Traits (motives, personality)
- Values, integrity, and moral development
- Confidence and optimism
- Skills and expertise
- Leadership behavior
- Influence tactics
- Attributions about followers
- Mental models (beliefs and assumptions)

#### Characteristics of Followers

- Traits (needs, values, self-concepts)
- Confidence and optimism
- Skills and expertise
- Attributions about the leader
- Identification with the leader
- Cooperation and mutual trust

#### Characteristics of the Situation

- Type of organizational unit
- Size of organizational unit
- Position power and authority of leader
- Task structure and complexity
- Organizational culture
- Environmental uncertainty and change
- External dependencies and constraints
- National cultural values

## 2.1 Approaches to Leadership Theory

### Trait Approach

#### trait approach

States that leaders are endowed with superior, unique, or inherent qualities, or naturally occurring tendencies, differentiating them from followers.

**Trait approach** theories study any exceptional or distinct qualities differentiating the leader from the followers, with the implication that it should be possible to identify a leader based on those traits. Most research in this area, beginning in the 1940s, focused on the individual traits and consequences of the leader's behavior in displaying specific traits. Chapter 3 gives detailed reviews of performance evaluations using the Leadership Practices Inventory (LPI) as an example of looking at the combination of traits and personalities that form a leader's character. Barnard M. Bass<sup>[1]</sup> conducted a mega study using fifty-two organizational surveys. In reviewing these surveys, he identified trait factors that appeared three or more times in any one organizational survey identifying a comprehensive list of traits used by organizational leaders (see the sidebar "Bernard Bass Trait Factors Appearing in Three or More Leadership Studies"). Also highlighted in Bass's work is whether the leader or employee possesses one or more specific traits that lend to or detract from achieving organizational success.

#### Bernard Bass Trait Factors Appearing in Three or More Leadership Studies

- Technical skills
- Social nearness, friendliness
- Task motivation and application
- Supportive of the group task
- Social and interpersonal skills
- Emotional balance and control
- Leadership effectiveness and achievement

- Administrative skills
- General impression (halo effect)
- Intellectual skills
- Ascendancy, dominance, decisiveness
- Willingness to assume responsibility
- Ethical conduct, personal integrity
- Maintaining a cohesive work group
- Maintaining coordination and teamwork
- Ability to communicate, articulation
- Physical energy
- Maintaining standards of performance
- Creative, independent
- Conforming
- Courageous, daring
- Experience and activity
- Nurturant behavior
- Maintaining informal control of the group
- Mature, cultured
- Aloof, distant



### Video Clip 1

#### Drew Dudley “Everyday Leadership”—TED Talks

This TED Talk by Drew Dudley discusses leadership traits in our daily lives.



View the video online at: <http://www.youtube.com/v/HR2UnsOuKxo>

## Behavioral Approach

### behavioral approach

This theoretical approach focuses on the leader's observable behaviors that influence followers to commit their actions to meet the specified task requirement of the leader. The theory stipulates the leader's behavior is the cue that evokes the followers' actions to accomplish a task or behave in a certain manner.

### path-goal theory

The leader reinforces change in a follower or subordinate by providing or showing the follower the "path" to the rewards available.

### actions

The accomplishment of one or more activities or things, usually over a period of time, in stages, or with the possibility of repetition, including major activities leaders perform in the areas of influencing, operating, and improving.

A way to better understand the **behavioral approach** involves an understanding of the **path-goal theory**<sup>[2]</sup> in terms of the operant conditioning of the follower to perform a required task or behave in a certain manner. An example of the path-goal theory is when the leader reinforces the desired change behavior in a follower or subordinate by demonstrating what reward is available to him or her. The leader shows the follower the "paths" (behaviors) through which the reward may be obtained. The focus of this particular theoretical approach is on the leader's observable behaviors (actions) that influence followers to commit their **actions** to meet the specified task requirement of the leader.

The path-goal theory stipulates the leader's behavior is the operant condition cue that evokes the follower's actions to accomplish a task or behave in the desired manner the leader is seeking. The cue often begins with the leader communicating (written or verbal) an organizational task with a purpose, such as when a leader directs a follower to complete a report (task) in order to assess the number of customer uses per type of service (purpose). The leader is performing (behaving) his or her role by eliciting a cue to the follower to begin accomplishing a task. The desired follower's behavior to complete the report and meet the purpose of the task is in response to the leader's initial behavioral cue. The follower's actions to accomplish the task can act as a positive or negative consequence for the leader, reinforcing other actions from the leader that are dependent on the follower succeeding or failing at the task. Such responses may come in the form of a punishment, based on a negative consequence, or extinguish the leader's subsequent behaviors on how he or she may cue or communicate future actions.

A leader's behavioral approach may not come from the leader's cue but instead originate from one or more environmental cues. In this case, in the leader's absence, an environmental situation may influence or cause the follower to perform certain organizational tasks without the leader communicating a task or purpose. This is an example where leaders do not directly cause followers' behavior, though they do influence them by stating their intent (which can act as a communication cue) if an environmental condition or stimulus of a particular nature occurs. In this sense, the leader's intent causes the follower to take action based on the environmental cue rather than the leader's direct communication. Situational conditions, or cues, are important for leaders to recognize. Leaders will not always be present to "cue" the follower to take action. Because of this, leaders may set the conditions or provide a stimulus (positive or negative reinforcement cue), such as creating standard operating procedures in case of emergency responses at a school or in the workplace (like snow or ice storm days). The desired behavioral response the leader wants from the follower is either delayed arrival or absence. The consequence of not following the standard operating procedure, based on the situational condition, could be harmful to the employee or organization by causing safety violations. Not following such environmental cues may influence future leader and follower behaviors.

## Power-Influence Approach

### power-influence approach

Studies influence processes between leaders and others. It is a leader-centered perspective that proposes that causality occurs when the leaders direct and the followers act on the direction.

This research approach involves a dyadic leader-follower relationship. Like most research on traits and behavior, some of the **power-influence** research takes a leader-centered perspective with an implicit assumption that a cause to effect, where the cause is the leader's action and the effect is the followers' reaction, involves a dyadic leader-to-led influence approach, where the leaders direct a task and purpose and the followers react to perform the task within the stated purpose of the action. The effectiveness of leadership power is examined in this approach in terms of the amount and type of personal and position power a leader has and how the power is managed. Chapter 4 presents a detailed section on what leadership power is and how leaders and followers use power to influence each other. Leadership power in this approach is viewed as a means to influence the behavior of not only followers but also peers, superiors, and other stakeholders coming in contact with the organization. As an introduction to position and personal power, the following definitions are offered:

- Position power includes potential influence derived primarily from the opportunities inherent in a person's position in the organization or from attributes of the leader and leader-follower relationship. There are five types of position power: legitimate, reward, information, coercive, and ecological.
- Personal power includes potential influence derived from the leader's task expertise and potential influence based on friendship and loyalty to the leader from the led. There are two types of personal power: expert and referent.

Gary Yukl states the desired outcome of power for effective leaders indicates a reliance on their personal power more than on position power. Personal power includes expert and referent power, yet the more effective leaders are identified with using expert power more than referent power and as having a moderate amount of position power in the organization.<sup>[3]</sup>

Power relationships in organizations are never static, as situations and organizational climate conditions constantly change the type and quantity of power used to meet the leadership demands presented by followers, subordinates, or teams. The social exchange theory, strategic contingency theory, and

theories about the institutionalization of power explain how power is gained or lost in organizations. A discussion of power relationship follows a brief introduction to the social exchange and strategic contingency theories:

1. **Social exchange theory.** Richard M. Emerson describes the basic concepts of social exchange theory to include an understanding that most of them are employed as analytical tools within an exchange relationship.<sup>[4]</sup> Emerson believes that a leader's use of analytical tools or resources is only effective when the social exchange of these tools is valued by the people involved in the exchange. An example of an employee agreeing in the social exchange between the leader and the led is when the leader uses position power components, such as a monetary reward or the coercive punishment tactic, with the purpose of reinforcing or extinguishing wanted or unwanted behavior. In addition, if employees identify with the organization, agree with the material resources offered, agree to the required level of productivity and profit sharing, and/or agree with the desired outcome of the organization's vision, then the social exchange between the leader and the led will work. In summary, the use of any one of these examples can only be effective if the led "value" the exchange being proposed by the leader.

In this case, resources are not possessions or attributes or qualities of any one focal leader but are relationship attributes between the leaders and the led. The examples are the basic concepts that involve psychology and the economic exchange of a good or service between one person and another. Emerson holds to the point that the basic conceptions of exchange are few in number and their meaning is fairly stable between the leader and led, as well as each being related to a predetermined level of value between the leader and led. Value provides the overarching stimulus or cue for motivating the social exchange between the leader and led. Emerson also states that reinforcement is the most simple and fundamental point of departure for most of the other concepts. An example is that a reward is similar to a positive reinforcement cue but with an understanding that the leader communicates it to the follower. A similar example is that a resource can be considered an ability, possession, or other leadership attribute that has the capacity to reward or punish a follower for the accomplishment of a task. Other examples include overt negotiation, bargaining, and joint decision making, each of which can be considered forms of social exchange.<sup>[5]</sup>

2. **Strategic contingency theory.** This theory describes how some organizational subunits gain or lose power to influence important decisions. An example is a subunit determining or influencing the organization's competitive strategy. Uncertainty, according to D. J. Hickson, is defined as a "lack of information about future events so that alternatives and their outcomes are unpredictable."<sup>[6]</sup> A leader's personal (expert and referent) power comes from his or her ability to cope with uncertainty. With this ability, the uncertainty can be reduced, and people and organizational subunits become dependent on the leader's power for survival, and the leader receives referent power from his or her followers based on their ability. In this way, a leader uses expert power to help problem solve to impose regularity on uncertainty in the situations the organization faces.

D. J. Hickson argues that if employees are solely dependent on the leader for solutions, they are limiting their ability to become empowered or function on their own without the focal leader's guidance. In this case, the followers totally subjugate themselves to the leader as the sole source of decision-making power based on his or her expertise. The leader may not gain referent power following this approach, but the follower is destined to be confined to performing his or her skill set and only able to function in his or her specified suborganization knowledge area. In this case, the follower is dependent on the leader who controls his or her activities, allowing the leader to dictate his or her activities, often using a transactional leadership style. An example is when a leader demonstrates a unique scope of expertise, or professional skill, in problem solving that creates a larger gap in personal-expert power between the leader and led, to the extent that the led are dependent on the leader's unique expertise. In this case, the leader can control the followers' behaviors based on the leader's expert decision-making power. According to Hickson, if followers working in a suborganization are dependent on the leader for a single solution and cannot offer an alternative, then the followers are dependent on the leader's specialized skills. The leader having specialized skills provides them with an advantage where the leader has greater control of them.<sup>[7]</sup> Subunit organization dependencies can override situational uncertainties in assessing how much power exists for a leader if there are appropriate power checks and balances, even in a line-and-staff organization such as the military, where position (legitimate) power authority is vested at each level of leadership. Yet in this very constrained leadership organizational structure, subunit dependencies on the leader can override organizational uncertainty in how much power exists for a leader through defined regulations and known responsibilities at each level of authority. In addition, each subunit works with an understanding of the "intent" of the leader above them. This in itself provides the subunit organizational leader and followers with less dependency on the organizational focal leader during the course of executing their duties and responsibilities. "Here is where the strategic contingency theory may not promote efficiency, functionality, or rationality."<sup>[8]</sup> That is, there may be cases where it should not be used in developing leaders, as they become the overall expert that all units and their subunits are dependent on to solve problems.<sup>[9]</sup> An alternative developmental approach to lessen the control a leader has on a subunit is to educate suborganization personnel on how to act

without the leader's expertise and presence. This can be accomplished by subunit personnel learning how to perform their duties and responsibilities by following the leader's intent.

The amount of status and power given to an elected or emergent leader by other members of the group depends on the individual's traits, attributes, and values. Examples are loyalty, skill competence, and level of contribution to the attainment of shared goal. Amount of status (personal or position power) can also be linked to control over scarce resources (funding or material), access to unique or critical information (position information power), individual knowledge or expert skill (personal expert power), or the ability to perform a critical collective task. Authority in the form of position power (personal expert power) for appointed leaders can make them less dependent on subordinate evaluations of their competence. Leaders can gain influence from repeated demonstration of expertise (personal expert power) and loyalty to subordinates to gain personal power (personal referent power). A psychological explanation of interpersonal influence involves understanding the motives and perceptions of the follower in relation to imitating the leader's actions in the context in which the interaction occurs.<sup>[10]</sup> The leader's ability to use interpersonal influence by way of personal power, or with the use of position power, can achieve the desired effect without having to coerce the follower to perform an action required to achieve the leader's intended outcome for a goal or objective. The use of a leader's influence in this way involves an attempt to shape the attitude and behaviors of stakeholders of the organization, employees, peers, and superiors who want to collaborate in achieving the organization's mission.

Three different types of influence processes are recognized by Yukl:<sup>[11]</sup>

1. **Instrumental compliance.** This process involves followers carrying out requested actions to obtain rewards for their efforts or performing tasks to avoid a punishment legitimately authorized or controlled by the leader. The motive for performing the task is purely instrumental and is used to gain some tangible benefit for followers to complete given tasks.<sup>[12]</sup>
2. **Internalization.** This focuses on building a long-term foundation of the leader's objectives, where they are accepted by a follower's beliefs, attitudes, and values. These are intrinsically accepted by the follower where he or she is committed to achieving the desired outcome to the leader's objectives. Internalization is often associated with obtaining knowledge, training to learn a skill, or adopting ideas or beliefs. Internalization often requires habitual tasks to "internalize" the practice.<sup>[13]</sup>
3. **Personal identification.** The follower imitates the leader's behavior or adopts the same attitudes to please the leader and to be like the leader. The motivation to identify with the leader can result in follower innovativeness, commitment to the leader's objectives, and reduced turnover in the organization. Personal identification can significantly improve the dyadic relationship between the leader and led, resulting in followers accepting the leader and building their personal self-esteem through identifying with the leader.<sup>[14]</sup>

*Influence tactics* are the types of behavior used intentionally to influence the attitudes and behavior of another person. According to Yukl, there are three general types of influence tactics that can be differentiated according to their primary purpose:<sup>[15]</sup>

1. **Impression management.** Impression management is a goal-directed influence process (e.g., ingratiation or self-promotion) and can be a conscious or subconscious attempt to influence the perceptions of others. It can involve the use of communication, grooming, behaving, or dressing in a certain manner to form a perception of oneself to another person or group of people. Leaders can use this to influence followers, or vice versa, to achieve a desired goal or objective.
2. **Compliance.** The follower acts or is in the process of complying with fulfilling a desired task or proposal willingly but is apathetic rather than enthusiastic about it and will commit to only a minimal effort to perform the task. The follower is not convinced that the decision or action is the best thing to do or even that it will be effective for accomplishing its intended purpose. Compliance may be the only necessary effort to perform simple routine task.<sup>[16]</sup>
3. **Resistance.** The follower is opposed to, denies, or rejects a proposal or request to perform a task rather than being indifferent about it. Resistance can take several different forms:<sup>[17]</sup>
  - a. Outright refusal to carry out the request
  - b. Providing justification of why it is impossible to carry out the request
  - c. Trying to persuade the leader to withdraw or modify the request
  - d. Requesting for higher-level authority to countermand the request to support the follower
  - e. Using delay tactics in the hope that the leader might modify the request or delaying in performing the task in order to run out of time and make the task insignificant
  - f. Feigning like the task is being completed but sabotaging its ability to be executed



Leadership influence attempts also affect interpersonal relationships and the way followers perceive a leader; for example, a leader can be viewed as ethical, supportive, likable, competent, and trustworthy and be of strong moral character. Several outcomes of influence tactics are possible, including improving the leader-to-led relationship, making it less frictional, or making the relationship a more cooperative or collegiate one. Gary Yukl, Richard Lepsinger, and Antoinette Lucia<sup>[18]</sup> provide eleven examples of proactive influence tactics leaders can use in the performance of their duties. Four of these are considered core influence tactics and include rational persuasion, consultation, collaboration, and inspirational appeals (Table 3.1). The other seven are listed in Table 3.2.

**TABLE 3.1 Four Core Influence Tactics**

<b>Tactic</b>	<b>Definition</b>	<b>Example in Use</b>
<b>Rational persuasion</b>	Use of explanations, logical arguments, and factual evidence to explain why a request or proposal will benefit the organization or help to achieve an important task objective.	Andy explains to executives that using a percentage of the annual profit is necessary for the company's strategic future. He explains the revenue attained in the last two quarters reflects an unexpected growth in profit that can now be used to help expedite the research and development of their new product.
<b>Consultation</b>	Involves inviting the employee to participate in planning how to carry out a request, revise a strategy, or implement a proposed change.	Sam gathers the staff to conduct a strength, weakness, opportunity, and threat (SWOT) analysis to determine the company's fiscal strategy for next year.
<b>Collaboration</b>	Involves an offer to provide necessary resources and/or assistance if the employee agrees to carry out a request or approve a proposal. Similar to exchange in that both offer to do something for the employee but differs in the underlying motivational processes and facilitating conditions.	Matt and Sam agree to provide their time and individual expertise to Andy if he agrees to help them develop the next quarter's activities calendar.
<b>Inspirational appeals</b>	Involves an emotional or value-based appeal, in contrast to the logical arguments used in rational persuasion and apprising. It is an attempt to develop enthusiasm and commitment by arousing strong emotions and aligning a request or proposal to a person's needs, values, hopes, and ideals.	Matt gathers the company's leaders to deliver an emotional speech. He informs the group that at the beginning of the year they all agreed to attain the mission objectives for the year. They are now entering the last quarter, and even though they are slightly ahead of predicted outcomes, they cannot become complacent and expect to achieve the end state without their expertise. By fully participating, they will not only meet the company's objectives but raise the hopes of those that work in their departments.

**TABLE 3.2 Seven Proactive Influence Tactics**

<b>Tactic</b>	<b>Definition</b>	<b>Example in Use</b>
<b>Exchange</b>	The leader offers an incentive, suggests an exchange of favors, or indicates willingness to reciprocate at a later time if the follower will do what the leader requests.	Katy, the store manager, offers Bill extra hours with double pay for expediting a project's completion to standard.
<b>Apprising</b>	The leader explains how carrying out a request or supporting a proposal will benefit the follower personally or help advance the follower's career. May involve the use of facts or logic. Benefits are for the target person, not for the organization or the mission.	Kacy informs her subordinate how to complete a task usually reserved for her level of authority and responsibility. Kacy states that performing the task will help her subordinate develop a key skill for her career advancement.
<b>Ingratiation</b>	The leader uses praise and flattery before or during an influence attempt or expresses confidence in the follower's ability to carry out a difficult request. It is more credible and meaningful when the leader has higher status and expertise than the follower.	A key briefing is about to begin to a US state governor concerning emergency management, but Phil sees his executive officer (XO) is lacking confidence. The XO states he is unsure of his ability to conduct the briefing as he has not done it before. Phil, having held the same position previously, taught and coached the executive officer and reassured him that, as the commander, he was highly confident in the XO's communication skills and knowledge of the topic.
<b>Personal appeals</b>	The leader asks the follower to carry out a request or support a proposal out of friendship, loyalty, or appeal to a person's kindness or generosity. It involves asking for a personal favor before saying what it is. More useful in activities unrelated to work activities. Most effective with a peer or subordinate. Asking a boss may be frowned on by peers as it involves equity issues.	Sam, in preparation for a surprise after-work group activity, asks Cody if he would mind doing him a favor outside of company hours. As it is a surprise that includes members of Sam's staff, he does not tell Cody what the task is until after he accepts.
<b>Legitimizing</b>	The leader seeks to establish the legitimacy of a request or to verify the authority to make it by referring to rules, policies, contracts, or precedent. Unlikely to be questioned for routine requests; likely to be questioned when request are unusual and clearly exceed leader's authority.	Andy informs his staff that according to company regulation, they are required to conduct a monthly inventory of the company's sensitive or high-value items as listed in policy number ten (Inventory of Sensitive Items).
<b>Pressure</b>	<p>The leader uses assertive demands, threats, frequent checking, or persistent reminders to influence the target to carry out a request. Useful to obtain compliance with employees who are lazy or apathetic. Pressure is not likely to result in commitment and may have serious side effects.</p> <p>Harder forms: Threats, warnings, and demands are likely to cause resentment and undermine working relationships.</p> <p>Softer forms: Persistent requests and reminders of obligations are more likely to gain compliance without undermining the relationship with the target person.</p>	<ol style="list-style-type: none"> <li>1. As the community service chair, Danielle reminds her fellow workers that they are obligated to have the gift packets for the food bank completed by the following week.</li> <li>2. Having just completed a walkthrough inspection of an area that was supposed to meet company standards, Hal cataloged several major deficiencies. His department is being inspected by headquarters in forty-eight hours. Because of this, he unceremoniously states to the staff that he will conduct another inspection in twenty hours, and he demands every deficiency be corrected to meet the company standard.</li> </ol>



Tactic	Definition	Example in Use
<b>Coalition</b>	The leader seeks the aid of others to persuade the employees to do something or uses the support of others as a reason for the group to agree. Partners may participate in influence attempts toward the employee, or the leader may only use their endorsement of a request or proposal. When partners are involved, they usually use rational persuasion, exchange, or pressure to influence the target. When used on superiors, it is sometimes called an upward appeal.	<ol style="list-style-type: none"> <li>1. Bev seeks out the aid of Chris, a peer, to help her convince another peer, Tony, to keep a high standard of self-conduct at work. She is worried that Tony will inappropriately state something offensive that would result in a human resource complaint against him.</li> <li>2. Phil informs his superior that what the superior is about to order is unethical, and he needs to stop the communication of the task he is about to issue to a subordinate.</li> </ol>

### Situational Approach

The **situational approach** is another possible approach. Situational theories, such as Hersey-Blanchard's leadership theory, help people choose the right leadership style for their situation. Situational leadership theory<sup>[19]</sup> states that leaders should change their leadership styles based on the maturity of the people they are leading and the detail of the tasks to be performed. The theory states leaders should change their behaviors based on (1) the competence of the followers (this can be conceived of as maturity/development) and (2) the commitment of the followers (not the detail of the task).

In this case, the leader can focus his or her behavior on either the relationship with the followers or the task. Increasing or decreasing the emphasis on the task or on the followers becomes the leader's focus in achieving the organizational goal.

In this approach, the situation influences the demand that determines who will emerge as a leader for any given situation. For example, a situational theorist will contend that an emerging leader will appear in response to revolutionary upheaval, chaotic politics, social and economic distress, and the weakening of traditional institutions. In these situations, the emerging leader is a result of time, place, and circumstance, and the leader cannot help what he or she does since the result is directed and controlled by the historical moment. An example of a historical crisis can be found when looking at the BP oil spill in the Gulf Coast of the United States in April 2010, where Lieutenant General Russel Honoré<sup>[20]</sup> was called on to serve as the crisis manager to mitigate the oil spill and its effects.

In the founding of Apple Computer, Steve Jobs's initial role as the top executive of the company is another great example of a person exercising situational leadership.<sup>[21]</sup> In 1981, Apple Computer went public and within two years attained *Fortune* 500 status. Jobs, at the time, also recruited John Sculley, then head of Pepsi-Cola, to be the new chief executive officer (CEO). A leadership power struggle erupted between Sculley and Jobs in 1985 when Apple's board of directors sided with Sculley to remove Jobs from his leadership of the Macintosh project team.

At the time, Jobs was Apple's "visionary leader." The economic and business environment dictated that Jobs assume the leadership role that put him in charge of a team that would develop Apple's new revolutionary product, the Macintosh computer. Jobs influenced the situation by creating his own product team and then separating them from the core of Apple into a separate building with their own identity. This created a situational atmosphere of a company within a company, which ultimately created friction.

Even though Jobs was successful in developing and debuting the Macintosh computer in 1984 to widespread acceptance among consumers, the sales did not match the rhetoric, thus placing the company in a negative financial position. This furthered the deteriorating relationship between Jobs (the visionary exercising situational leadership) and Sculley (the steady executive), resulting in Jobs being relieved of his responsibilities and fired from the company he founded.

Situational theorists believe that key historical leaders appeared at a critically important phase of a socially valued cause, quickly devoted themselves to it, and profited greatly from the work of others in the conduct of their leadership. An example of this is the situational leadership role Mayor Rudolph "Rudy" Giuliani<sup>[22]</sup> found himself in on September 11, 2001 (9/11). What it takes to be a successful leader has not changed throughout history. The 9/11 attacks provided the situational leadership elements it takes for a leader like Giuliani to emerge. Like Winston Churchill, who took the leadership role of prime minister of England during World War II, Giuliani was provided with a great situational crisis to display personal leadership skills. Though the Churchill and Giuliani crises are vastly different, their leadership reactions to their particular situations were not, with each reacting to solve the problems presented to them. Each leader was faced with dynamic situations requiring crisis action planning and adaptive leadership decision making that affected the health and welfare of the people he led. Giuliani, like Churchill, took control of the situation and did not let others dictate the outcomes. They both used years of personal development and experience to control their emotions and dominate their

The power-influence approach to leadership is one where the leader may utilize power either positively or negatively to influence employee behavior.



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#### situational approach

In this approach the situation influences the demand that determines who will emerge as a leader for any given situation. Instead of using just one style, successful leaders change their leadership approach (styles) based on the maturity of the people they are leading and the details of the task. Using this approach, the leader's emphasis is on accomplishing the immediate task and using the relationship the leader has with the people she or he is leading.

teams' decision making. Their use of cool, logical judgment in their approach to solving problems for a nation, in the case of Churchill, and one of the largest cities in the United States and the victims of terrorist attacks, in the case of Giuliani, created a historical crisis situation where the leaders had to take control in order to make rapid life-and-death decisions for those they led.

Warren Bennis<sup>[23]</sup> concluded that theories to explain who emerges and succeeds as a leader in an organization have to take into account the following circumstances:

- Impersonal bureaucracy
- Informal organization and interpersonal relations
- Benevolent autocracy that structures the relationship between superiors and subordinates
- Job design that permits individual self-actualization
- Integration of individual and organizational goals

As organizations mature, the charismatic founders of a social, technological, or political movement usually give way to bureaucratic successors. In these cases, as the movement matures, so do its followers, and leading them requires new approaches. The situation presents new issues involving the match between the leader and the situation that emerges—be it social changes, an increase in legislative activities, relations among the led and the leader, or the impact of foreign competition on the business environment.

### Integrative Approach

The integrative approach includes more than a single variable of study. In this case, it could include a study of trait and behavioral approaches, or the power-influence and situational approaches, or a combination of more than two. It is rare, though, to find a study that includes all the approaches discussed in this section. Researchers today find that the outcome of leadership can be a matter of using various approaches; for example, situations provide self-selection of leaders, and the leader in this case must possess the appropriate traits to be effective in solving the situational problem.

The study of leadership involves three key variables: the leader, the followers, and the situation the first two find themselves in. Table 3.3 summarizes the characteristics of the five leadership theory approaches discussed in this section. As evidenced by the content of this section, leadership can and has been studied in many different ways, each dependent on the researchers' methodological preferences and definition of leadership.

The trait style of leadership gives more credence to the qualities a people are born with rather than those they develop or the relationships they develop with followers. Leadership trait theory is the idea that people are born with certain character traits. This is the style that is attributed to whom others see as a "born leader." These traits, while not totally responsible for an individual's success as a leader, are influential in the success of the leader. This theory assumes that if you can identify people with the correct traits, you will be able to identify leaders.

**TABLE 3.3 Summary of Leadership Approaches**

Approach	Definition
<b>Trait approach</b>	Trait theories study any superior or unique qualities that differentiate the leader from the followers, with the implication that it should be possible to identify a leader based on those traits.
<b>Behavioral approach</b>	This theoretical approach focuses on the leader's observable behaviors that influence followers to commit their actions to meet the specified task requirement of the leader. The theory stipulates the leader's behavior is the cue that evokes the followers' actions to accomplish a task or behave in a certain manner.
<b>Power-influence approach</b>	This research approach involves a dyadic leader-follower relationship. Like most research on traits and behavior, some of the power-influence research takes a leader-centered perspective with an implicit assumption that causality involves a dyadic leader-to-follower influence approach where the leaders direct a task and the followers react to perform the task based on the direction.
<b>Situational approach</b>	In this approach, the situation influences the demand that determines who will emerge as a leader for any given situation. For example, a situational theorist will contend that an emerging leader will appear in response to revolutionary upheaval, chaotic politics, social and economic distress, and the weakening of traditional institutions. In these situations, the emerging leader is a result of time, place, and circumstance, and the leader cannot help what he or she did since it was directed and controlled by the historical moment.
<b>Integrative approach</b>	The integrative approach includes more than a single variable of study. In this case, it could include a study of trait and behavioral approaches, or the power-influence and situational approaches, or any combination of approaches. It is rare, though, to find a study that includes all the approaches discussed in this section. Researchers today find that the outcome of leadership can be a matter of using various approaches.

## KEY TAKEAWAYS

- There are five approaches to the study of leadership theory in this text. They are the *trait*, *behavioral*, *power-influence*, *situational*, and *integrative approaches*. Each is unique in the manner that it explains leadership traits and characteristics.
- No theoretical approach in and of itself guarantees leadership success, with research indicating that any theory is elusive and often failing to find any single theory that can guarantee leadership success.
- The study of leadership involves three key variables: the leader, the followers, and the situation. Each of the three variables displays unique characteristics identified in each of the five theoretical leadership theory approaches.

## EXERCISES

1. Identify and define your personal leadership characteristics in the context of any one of the five theoretical approaches discussed in Chapter 3.
2. From the perspective of one or more of the three key variables (leader, follower, or the situation), summarize the characteristics of any one of the five approaches to leadership theory.
3. Conduct an Internet search of a current event identifying a political or business figure and determine what trait factors (See “Bernard Bass Trait Factors Appearing in Three or More Leadership Studies” sidebar) the leader is displaying. Ensure you outline the traits as they affect the followers and the situation that marks the event.
4. Warren Bennis identifies several factors to explain characteristics that emerge in a situation that requires a particular type of leader. Refer back to the situational approach theory and identify circumstances you have found yourself in as a leader or follower where one or more of these factors came into play.

### 3. LEADERSHIP STYLES

## LEARNING OBJECTIVES

1. Understand personal leadership behaviors.
2. Define your leadership behaviors.

From leadership theories are born leadership styles. The term *leadership styles* is used to identify the leader’s interaction with followers and/or a situation requiring a leadership action. In effect, a leadership style is a combination of interpersonal skills and traits that form a leader’s character as judged by the follower or subordinate.

Several leadership styles are used to influence the cognitions and behaviors of followers to accomplish the tasks necessary for the organization to attain its mission and vision. Each style provides a unique approach identifying what leaders say and do to influence followers or subordinates. This section aims to identify the difference in leadership behavior and unique perspectives of how a leader or manager defines and applies his or her personal style to any leader-to-led situation. To accomplish this, eight definitions and their ensuing characteristics are used to determine each of the following styles: autocratic leadership, charismatic leadership, democratic leadership, inspirational leadership, laissez-faire leadership, servant leadership, transactional leadership, and transformational leadership. These eight leadership styles can be considered the main styles leaders and managers use to influence employee behavior and cognitions.

### 3.1 Autocratic Leadership

#### autocratic leadership

A leadership style where the leader makes the decisions, tells employees what to do, and closely supervises workers while primarily using a coercive power strategy to motivate compliance.

#### span of control

The number of subordinates directly reporting to a leader or manager.

The autocratic leader makes the decisions, tells employees what to do, and closely supervises workers. Managers are often known to use an **autocratic leadership** style. This style promotes individual control over all decisions with little to no input from group members. Autocratic leaders typically make choices based on their own ideas and judgments and rarely accept advice from followers. In this sense, it is a singular decision-making process that does not incorporate participation from the follower.

Autocratic leadership can be more prevalent in large organizations where the leader or manager's **span of control** is increased and there's less participation by the followers and where only a few trusted agents or subordinates are used to influence decisions. Span of control can be defined as the number of subordinates directly reporting to a leader or manager. The military provides guidance that a leader's span of control should not exceed three to five suborganizations (dependent on the organization's size in terms of its mission and the number of people), as exceeding that number of suborganizations increases the complexity of controlling the organization's activities. A more inclusive definition of autocratic leadership involves leadership influence and awareness. Using these terms can shift the rigid connotation of the term *span of control* to a more collaborative network that exists in organizations today. Another feature of using autocratic decision making is delegation as a means to reduce the administrative workload.

Autocratic leadership often leverages coercive power to motivate subordinates to accomplish tasks. For example, an instructor provides you with an assignment or project and defines not only the task and purpose but also how you will accomplish the task and states that if you do not meet the rubric content, you will receive a low grade; in addition, if you do achieve the intended outcome of the task or project, you will be rewarded. The coercive approach is aimed at dictating the behavior and outcome of the task; through coercive motivation, the subordinate is provided little to no flexibility in defining how to best solve a problem or complete a project. Furthermore, the subordinate knows that unfavorable consequences will result if the task is not accomplished.



#### Video Clip 2

##### Types of Leadership Styles

An animated video on some of the leadership styles discussed in Chapter 3.



View the video online at: [http://www.youtube.com/v/t\\_clro5RXqM](http://www.youtube.com/v/t_clro5RXqM)

### 3.2 Charismatic Leadership

#### charismatic leadership

A leadership style that manifests itself in nonverbal emotional expressiveness, or cues to move, shape, inspire, or captivate others. It can be a spiritual power or personal quality that gives an individual influence or authority over large numbers of people.

**Charismatic leadership** manifests itself in a leader's emotional expressiveness, interpersonal communication style, or cues to shape, inspire, and captivate others based on the personal identification of the followers to the leader. It can be a spiritual power or a personal quality that gives an individual influence or authority over large numbers of people.

Chapter 1 provided us with a basic understanding of what charismatic leadership entails. As a review, we identified charismatic leaders as using a wide variety of pragmatism, flexibility, and opportunism while using a combination of different leadership styles to achieve their end goal. Charismatic leadership is usually considered a subform of transformational leadership, and transformational leadership is basically the opposite of transactional leadership. Inspirational motivation is a component of transformational leadership.

The charismatic leader's personality characteristics are described in Table 1.2. It is important to understand charismatic leaders in terms of their high self-esteem and desire to take ownership of their

actions; they also tend to be generous, open, and honest and tend to have a deep concern for the welfare of others. Charismatic leaders are also highly sensitive to the needs of followers, communicate effectively, are willing to take personal risks, act as change agents, and are idealistic in their vision of the future. Regardless of the situation, they are consistent in displaying high levels of emotional expression, self-confidence, self-determination, and freedom from internal conflict, and they have strong moral and ethical convictions for their principles and highly idealistic beliefs.

The Greek word *charisma* means “divinely inspired gift.” According to Max Weber,<sup>[24]</sup> charisma is based on followers’ perception of what the leader offers in terms of inspiration, or the leader is extraordinarily gifted with a combination of interpersonal skills and traits that form his or her charismatic leadership style. So what is the basis of charismatic leadership? Table 3.4 identifies the source of charismatic leadership and the situation that brings the charismatic leader to the forefront of the group. Robert S. Lussier and Christopher F. Achua,<sup>[25]</sup> in their book *Leadership: Theory, Application, & Skill Development*, state that the “question centers on the debate over whether charisma is primarily the result of social situations or individual qualities, namely:

- The situation or social climate facing the leader.
- The leader’s extraordinary qualities.
- A combination of the situation and the leader’s qualities.”

**TABLE 3.4 Source of Charismatic Leadership and Situations**

Source of Charismatic Leadership	Situation
Situation or social climate	Society is in a state of crisis. The leader is capitalizing on the crisis to assert or share his or her viewpoints so followers recognize the need for the leader’s extraordinary qualities.
Leader’s extraordinary qualities	The leader’s charisma is borne out by his or her exceptional attributes as seen by followers. The leader effectively communicates a strong and unique vision, strong personal conviction, trustworthiness, high self-confidence, and intelligence.
Combination of the situation and leader’s qualities	Charisma is the result of follower attributions and is influenced by not only the leader’s characteristics and behavior but also the context of the situation.

The effect of charismatic leadership on followers can manifest in several ways as the leader inspires and transforms the followers by using an emotional appeal to effect radical change in a situation or organization. Followers believe the leader has the power to effect radical change and can change the status quo and strongly believe in the leader’s transcendent vision. Because of the belief, the charismatic leader is grounded in core values like integrity, hard work, responsibility, respect, and accountability; it has a transcendent effect on the follower. First, followers may develop a strong sense of trust and emotional bonding with the leader that is hard to find in any other leader-follower relationship. Second, based on this trust, followers tend to assume greater risks than they would with other types of leaders. Third, followers develop unquestioning loyalty and obedience to the leader. Lastly, followers are motivated to set or aim for higher goals and have greater confidence in their abilities to achieve the vision and goals set by the leader.

The acquisition of charismatic qualities requires a determined personal developmental effort that includes the following:

- Improving communication skills through practice and training
- Using strategic and operational art to create vision and mission statements
- Practicing assertiveness skills and learning how to have a more extroverted personality when the leadership situation requires it
- Developing personality traits that reflect a behavior pattern of enthusiasm, optimism, and an energetic personality

The dark side of charisma can also be a reality, and it would be foolhardy to follow someone who is charismatic and does not possess the appropriate legitimate and expert skills as well as an appropriate moral compass.

If not careful, the charismatic leader who is overdependent on his or her charismatic style can be viewed as narcissistic and promoting highly self-serving and grandiose goals. Narcissistic charismatic leaders will commonly focus on self-glorification and self-transcendence motives. The self-glorification motive is about the self-maintenance and self-enhancement of the leader and not the greater good of the organization or society. Instead, the dark side of charisma seeks to protect, maintain, and enhance the leader’s self-esteem and is consistent with negative or destructive charisma. Therefore, it is common for a leader who is overdependent on charisma to be motivated more by extrinsic values and



rewards rather than intrinsic rewards and values. Furthermore, it is very common for leaders to use the dark side of charisma as a compensation tactic to offset their deficits in expert power and skills.

Kenneth Lay,<sup>[26]</sup> former head of Enron's leadership, focused his energy on creating an aura of charisma around his leadership team. Consistent with the leadership image the company presented to the press, Enron's leaders engaged in dramatic self-promotion and were described by the press as "revolutionary." Jeffrey Skilling, another key Enron leader working for Lay, was equal to the task of self-promoting a charismatic image. Both acted with draconian intimidation measures to control subordinates' behavior.

Charismatic leaders and managers are easy to identify. They are seen as charismatic because they possess charm, a high energy level, and an ability to conceptualize and articulate a strategic vision. Yet charisma has its dark side. This type of leader at first appears confident and skilled to his or her peers and bosses and does well on most evaluative assessments but then turns out to be terrible for the organization. The dark side of their charismatic leadership style proves costly to the organization as it develops poor morale, excessive turnover, and reduced productivity. Charismatics have a knack for moving to the top of an organization too quickly when driven by their overpowering desire for extrinsic rewards and/or narcissism. With increased power, they soon reveal their personality flaws that were not readily apparent when they had less power.

Differentiating between good and bad charismatic leaders may come down to the distinction of the level and type of narcissism and the degree to which leaders' self-interests motivate their behavior. Leaders who display a grandiose sense of certainty, with a conviction that subordinates or followers must find the leader irreplaceable and flawless, may be in the wrong. Additionally, for followers to be accepted by the leader, the followers will be required to ingratiate themselves to their seniors and often to tolerate leader abuse. In her book *The Allure of Toxic Leaders*, Jean Lipman-Blumen<sup>[27]</sup> refers to this dark side of charismatic leadership as toxic leadership. Charismatic leaders who are toxic seduce the follower to the extent that the follower is trying to survive and succeed in an organization where a leader first charms and then manipulates, mistreats, undermines, and ultimately leaves the follower worse off than when he or she first believed in the leader.

The central figure that provides an example of the dark side of charisma is Adolph Hitler,<sup>[28]</sup> whose style helped lift the German nation out of stagnation in early 1933 and then led it to ruin by 1945. Hitler used a very charismatic personality type to first take control of the National Socialist German Workers Party. His vision was to carry out a program calling for the restructuring of Germany on a racist basis so that the country could dominate the globe and expand the German people's living space. To many in Germany, this was a compelling idea, and Hitler was a master of communication in popularizing the thought. He believed that Germany should fight wars for vast tracts of land to enable its people to settle on them, raising large families that would replace casualties and provide soldiers for the next war of expansion. The dark side of Hitler's charisma was demonstrated by his willingness to take more risks by invading neighboring countries and creating a series of wars around the globe. His single-minded decisions led to one catastrophic failure after another, making enemies who used his failure as an opportunity to remove him from power. Tomas Chamorro-Premuzic,<sup>[29]</sup> professor of business psychology at the University College London, identifies several negative consequences of charismatic leadership:

- Charisma dilutes judgment.
  - Being in awe of the leader clouds or impairs the good judgment of followers.
  - Leaders influencing by charm rather than reason often run out of charm and then tend to revert to coercion.
- Charisma is addictive.
  - Charisma can result in reciprocal dependence that encourages both parties to distort reality in order to prolong the charismatic effect on the follower.
  - Followers' criticism of the leader is inhibited by their need for acceptance by the leader.
  - Failure to develop successors creates an eventual leadership crisis.



- Charisma disguises psychopaths.
  - Egocentricity, deceit, manipulateness, and selfishness are key career advancers for politicians and management leaders, who both rise to the top and are motivated by their own problems with authority.
  - Excessive confidence and optimism blind the leader to real dangers.
  - Denial of problems and failures reduces organization learning.
  - Impulsive, nontraditional behavior creates enemies as well as believers.
- Charisma fosters collective narcissism.
  - Charisma facilitates ideological self-enhancement. The adoration for someone who expresses our beliefs is a socially acceptable way to ingratiate ourselves and the group to which we are affiliated.
  - Adoration by followers creates delusions of leader infallibility.
  - Taking sole credit for outcomes alienates key stakeholders.
  - Risk and overreach on projects increase the chance of failure.

Charismatic leaders need to be optimistic and possess self-confidence to influence others to support the leader's strategic vision and operational mission. Yet it is excessive optimism that inhibits leaders' recognition of flaws in the strategies they profess to followers, with the followers becoming unwilling to point out the errors and provide recommendations.

It is wise to recognize that charismatic leadership can be a transitory phenomenon that can only be sustained by creating crisis situations where the leader identifies with the followers who perceive him or her to be extraordinary during the crisis. One example used in the situational leadership theory was Winston Churchill,<sup>[30]</sup> who took the helm of leadership for England during World War II as the central public servant at the height of a situational leadership crisis. Churchill used a charismatic leadership style to lead England out of the crisis presented by Hitler. Churchill possessed a clear vision and a compelling message, represented the epitome of selfless sacrifice, and was able to clearly communicate his enduring and single-minded message to the people of England to protect the country from invasions and later defeat Germany. Churchill stood fast and alone as a pragmatic idealist in the face of what appeared to be insurmountable odds: facing a German invasion of England in 1940. However, as successful as Churchill was in securing England from invasion and later helping to end the war in 1945, his charismatic leadership style fell aside after leading England to victory and through the crises of war. The English people elected a new prime minister in his stead once the crisis was overcome and the situation changed. His charismatic attributes waned as his vision and message were no longer required. England no longer needed a charismatic hero but rather a new prime minister to lead the country out of a wartime mentality.

### 3.3 Democratic/Participative Leadership

**Democratic/participative leadership** encourages the participation of followers in making decisions and working with employees to determine what to do and does not require the close supervision of employees. Follower participation is central to this leadership style, as the formal procedures for making important decisions give members significant influence and participation in group decisions. Followers in a democratic leadership organization may have the right to participate in open meetings of the board or council to express opinions about important issues before a decision is made. In some organizations, elected representatives come from each major subunit of the governing council, allowing lower-level members to elect one or more representatives to serve on the board of directors.

#### democratic/participative leadership

Encourages employee participation in decisions, working with employees to determine what to do, and supervising employees less closely. Empowerment of the follower is central to this leadership style as the formal procedures for making important decisions give members significant influence over group decisions.

Democratic leadership encourages participation in decision making.



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One example of participative leadership in a very top-down, line-and-staff organization is the US military. At all levels of military organizations, plans are developed using a structured Military Decision-Making Process<sup>[31]</sup> (MDMP) where the organizational leader provides his or her initial commander's intent, based on the mission the organization receives from the higher headquarters. In addition to receiving operational input from their staff, leaders also receive input from each subordinate leader's organization's operational assessment. Once the leader receives staff input, he or she provides additional planning guidance and makes a decision on the operational plan's framework. The staff then develops the final operational or strategic plan to disseminate to subordinate organizations. The leader retains overall decision making and responsibility when using the MDMP, but the staff is a full participant in the organization's direction in achieving its mission, as the leader is dependent on the professional and skill expertise each member brings to the decision-making process.<sup>[32]</sup>

The benefit of having a democratic leadership style is that employees feel they contribute to the organization at a high level, tend to have high satisfaction, and are more productive because of their participation in the organization's decision-making process. Employees may feel they develop personal skills and fully participate based on intrinsic motivation to contribute to the organization rather than being extrinsically motivated by the leader. The downside of democratic or participative leadership is that it is less effective in crisis situations where time is scarce and a quick decision is required to achieve organizational success. Another downside may be that the employee does not have the skill set or expertise to participate in the decision-making process.

### 3.4 Inspirational Leadership

#### inspirational leadership

Involves the use of influence tactics that involve an emotional or value-based appeal. The leader makes an inspirational appeal to stakeholders' values and ideals or seeks to arouse the group's emotions to gain commitment to a new task or proposal.

**Inspirational leadership** is often considered a component of transformational leadership. Inspirational leadership involves the use of influence tactics that have an emotional or value-based appeal. The leaders make an inspirational appeal to the stakeholder's values and ideals or seek to arouse the group's emotions to gain commitment to a new task or proposal.

The inspirational appeal is an influence tactic to develop enthusiasm and commitment by arousing strong emotions and linking a request or proposal to a desire of fulfilling a task and purpose by relating individuals' goals to organizational goals. The leader's intent is to make the followers feel important and useful, all the while supporting their values with the aim of accomplishing something worthwhile and exceptional for them and the organization. Inspirational leadership is especially important for gaining commitment from stakeholders to work on new projects. The leader's inspirational appeal is a good tactic to gain support for proposed changes that involve values and ideas as they affect subordinates and peers.

### 3.5 Laissez-Faire Leadership

#### laissez-faire leadership

Passive indifference about the task and subordinates. This is where the leader ignores problems and may dismiss subordinates' needs for guidance, purpose, and direction.

**Laissez-faire leadership** is defined as passive indifference about the task and subordinates. This is where the leader ignores problems and may dismiss subordinates' needs for guidance, purpose, and direction. Laissez-faire leadership can be described as the lack of effective influence tactics and leadership. Laissez-faire leaders do not interfere, instead allowing employees within the team to make many of the decisions.

This approach works well when the team is highly functional and capable, is intrinsically motivated, and does not need extrinsic motivation by the leader. An example is large organizations that provide employees the latitude to work from home and only come to the office on scheduled dates or to participate in organizational meetings. These organizations may institute control measures to assess output or outcomes, yet they are trusting enough to allow employees latitude to select the time and place to perform their job functions as long as the employees perform the tasks and achieve the appropriate or desired outcomes.

The negative side to this approach is when laissez-faire is an outcome of a lazy, incompetent, or distracted leader. In this case, the organization may be at risk of failing. An example of a leader becoming distracted is when a chief executive officer (CEO) who is the founder removes himself from the day-to-day activities of performing his leadership and management role and becomes involved in businesses unrelated to the company's product. Though the subordinate executives and directors are competent, the leader focuses elsewhere, desynchronizes the effort, and causes certain strategic business units to fail, jeopardizing the entire organization.

## Additional Perspectives

### Assertiveness in Leadership

Assertiveness refers to the degree to which individuals are engaged, confrontational, and aggressive in their relationships with others. Highly assertive people and societies tend to value competition, success, and progress while focusing on direct communication. They expect subordinates to take the initiative. Lower assertiveness people and societies tend to expect subordinates to be loyal and value cooperation. In addition, they prefer indirect communication.<sup>[33]</sup>

Assume you are a highly assertive individual, preferring to communicate directly. You tell one of your low assertive employees he needs to “pick up the pace” on his sales figures for the quarter. Your employee doesn’t say anything to you, but over the next few weeks you can see him avoiding contact with you.

What happened in this situation? How might you have handled this communication better, given his low assertive nature?

## 3.6 Servant Leadership

**Servant leadership** describes leaders who lead from positions of moral influence, not from a power relationship, and who are follower-centric. The attributes most commonly associated with servant leadership are empathy, kindness, honesty, humility, and respect for others, especially the less powerful followers or subordinates. Servant leadership transcends self-interest to serve the needs of others by helping followers grow professionally and personally.

At the core of servant leadership is self-sacrifice, which is often displayed by a leader’s need to lead by example. The servant leader makes a conscientious decision to place importance on followers’ needs and respects their contributions no matter the level of responsibility. The leader in this case is singularly focused on serving others.

The character of a servant leader is grounded in a strong moral base operating from a moral compass, with a strong sense of team effort and duty between the leader and follower. Leadership in this sense becomes a privilege and not a right; this type of leadership exhibits personality traits high on agreeableness, active listening, empathy, and integrity of action and word.

### servant leadership

Leaders who lead from positions of moral influence, not from a power relationship, and who are follower-centric. The attributes most commonly associated with this style are empathy, kindness, honesty, humility, and respect for others.



### Video Clip 3

#### Servant Leadership Video Based on Robert Greenleaf’s Writings

This video discusses some of Robert Greenleaf’s philosophies on servant leadership.



View the video online at: <http://www.youtube.com/v/OHd7s2OzpVI>

Table 3.5 identifies the four attributes of effective servant leadership, according to Robert K. Greenleaf, the founder of servant leadership,<sup>[34]</sup> along with their corresponding applications, as identified by Robert N. Lussier and Christopher F. Achua<sup>[35]</sup> in their book *Leadership*.

**TABLE 3.5** Servant Leadership Characteristics

Attribute	Application
Service to others	Servant leaders are focused on helping others and take great pleasure in seeing those they influence succeed. Taking the right action to help others takes precedence over the protection of their position. The decisions servant leaders make are aimed at serving the group's interest and not their own.
Earning and keeping others' trust	Integrity of word and deed are the hallmarks of earning follower or subordinate trust. There are no hidden agendas, and they are not afraid to empower others or recognize and acknowledge the strengths and accomplishments of those they lead.
Effective listening	Psychologists use the analogy of having a third ear to listen to their clients and help them formulate a strategy to help them help themselves. Servant leaders carefully listen to the problems facing those they lead in order to develop effective solutions. They demonstrate care, acceptance, and encourage their followers in an empathetic manner.
Helping others discover their inner spirit	Setting the conditions for the follower to succeed is how the servant leader helps others to help themselves. Servant leaders do not usurp the responsibility for others' actions but instead help them find their inner strength or spirit to realize their inner potential to attain high standards and accomplishments. It is imperative for servant leaders to display empathy toward followers and not fear displaying their own vulnerabilities.

### 3.7 Transactional Leadership

Transactional leaders work within the organizational structure as it is, whereas transformational leaders renew the organizational structure to meet the current leadership environmental demands. In short, transactional leaders motivate followers by appealing to their self-interest and an exchange of benefits. The exchange process used by transactional leaders could result in follower compliance with the leader requests.

Compliance does not mean the transaction between the leader and the led will generate enthusiasm or commitment to the task or objective by the follower. **Transactional leadership** does not motivate or increase performance as well as transformational leadership, yet it is an effective method, given the right situation, and is based on followers receiving a contingent reward for their contribution; if the subordinate is not effectively contributing, a more active or direct participation style is required to motivate the employee. If the subordinate is meeting the leader's objectives, a more passive, or laissez-faire, management style may be used.

### 3.8 Transformational Leadership

The transformational leader asks followers to transcend their own self-interests for the good of the group, organization, or society; to consider their longer-term needs to develop themselves rather than their needs of the moment; and to become more aware of what is important. Using **transformational leadership**, followers are converted into leaders. According to Bernard Bass,<sup>[36]</sup> transformational leadership can be conceptually organized using charismatic and inspirational leadership styles in combination with intellectual stimulation and individualized consideration.

Transformational leadership is not just due to charismatic leadership; instead, it is a hybrid where behavioral processes are learned and managed. The leadership process includes a systematic analysis, is consistent, and is purposeful with an organized search for changes. Once the needed changes are recognized, the transformational leader moves resources from areas of lesser to greater productivity to bring about a strategic transformation.

The transformational leader renews the organization's structure to meet the current leadership demands of the environment. In his book, *On Leadership*, John W. Gardiner<sup>[37]</sup> states, "Leaders must understand how and why human systems age, and must know how the processes of renewal may be set in motion." In considering transformation, the following purposes for organizational change are offered:

- To renew and refine organizational values that counter the organization's current vision and mission
- To empower followers who have been constrained by ineffective standard operating procedures, and instead instill new techniques and procedures to meet the requirements of the organizational work environment
- To evaluate current goals and modify them as necessary to ensure they are feasible, acceptable, and attainable to meet the organization's challenges

#### transactional leadership

Motivates followers by appealing to their self-interest and exchange of benefits. The exchange process used by transactional leaders is one that could result in follower compliance with the leader requests.

#### transformational leadership

Asks followers to transcend their own self-interests for the good of the group, organization, or society; to consider their longer-term needs to develop themselves rather than their needs of the moment; and to become more aware of what is important.

- To leverage new technologies and conduct research and development that evaluates current strategies, processes, and material resources that will lead the organization to perform more efficiently and effectively
- To empower followers through education and lifelong growth

The pace of change for organizations is swift, and that's the only constant organizations can depend on. This is why transformational leaders have to concern themselves with continual renewal, understand how and why human systems age, and know the unique processes for renewal for their organization. Transformational leaders do not accept the system as it is; they develop a far-reaching strategic vision on how to incrementally adapt change into their organizations.

Understanding how your leadership style impacts the follower or subordinate is important to maintaining morale and consistency of work performance in your organization. Table 3.6 provides you with a summary of styles discussed in this section. By reviewing the content of this section, you can be flexible in developing your approach to leadership and become a more effective leader as the organizational situation presents itself to you. By understanding leadership styles, you can explore whether or not a particular style would benefit those you lead to accomplish the mission you are given.

**TABLE 3.6 Leadership Styles**

Style	Definition	Example of Use
Autocratic	Decisions are communicated directly by the leader to the subordinate by writing or articulation. The leader possesses a lot of power over employees. Staff and team members have little opportunity to provide suggestions, even if these would be in the team's or the organization's best interest.	As approved by the CEO, the COO of an organization provides direct instructions in the form of a task and purpose to subordinates. The instructions could come in the form of a mission statement or other specified task that provides no opportunity for the employee to modify it.
Democratic/participative	Democratic leaders are responsible for the final decision and outcome of an action, but the decision-making process they use to arrive to a decision includes team members and a defined staff process. Creativity by team members is encouraged as it can provide the details necessary for an organization to succeed from top to bottom.	The CEO of the company directs his executive and management teams to provide a bottom-up review of the organization to define the strategic direction of the company for the next five years.
Charismatic	Charismatic leadership can resemble transformational leadership because leaders inspire enthusiasm in their teams, articulate a unique vision, and are energetic in motivating the core of their followers to move toward a desired end state. This ability is viewed as exceptional by followers and is what creates excitement and commitment to the leader's far-reaching goals.	The CEO of the organization delivers an inspirational speech to members of the organization that articulates the strategic vision and mission the company is pursuing. She provides an understanding of the selfless sacrifice she and all organizational members will have to provide in attaining the vision that will benefit the altruistic values of the company and enrich everyone's life.
Inspirational	Leadership by example defines the inspirational leader. This style is based on the power to inspire others to follow and take responsibility for their actions to the team. It can take on a spiritual quality where employees reach to greater heights of performance and success beyond meeting the minimum standard. The leader inspires passion, purpose, confidence in people's skills, and personal contribution. The leader listens and provides meaning to others to help establish an inspiring organizational culture and vision for the future.	Taking over a position where the leader was just removed due to low morale and not achieving results is always difficult. The new leader knew the first step in taking over this particular organization would be to inspire the staff to succeed and make them believe in themselves and in their team. She decided to always be an example in word and deed. She would first listen to what the issues were and then take decisive action to remedy what she immediately knew would be effective. She would also incorporate short-term wins for the employees by building confidence and passion in each of them. Letting them know how successful they can be as individuals and as a team will be instrumental in developing their passion to succeed and meet the organization's vision.
Laissez-faire	Describes leaders who allow their employees to work on their own. This type of leadership can occur naturally, especially when there is a lack of leadership. This style of leadership may occur because managers don't have sufficient control over their personal work and the people they manage. The one thing leaders should do in a laissez-faire situation is to provide team support, resources, and advice when asked for or needed. Otherwise, leaders do not get involved. The leader ignores problems and may dismiss subordinates' needs for guidance, purpose, and direction.	At the end of the monthly meeting, the leader provided the upcoming quarterly schedule of staff meetings and the results of the current quarter's work performance matrix. The matrix identified the number of achievements and level of work accuracy. She asked two of the team members who were below 80% accuracy and did not meet the standard to stay behind so she could provide guidance and direction. She thanked the eight other team members, and before they left, she reinforced the point that they knew the goals and standards expected of them, that they were responsible to select the time and place to perform the required tasks, and that they should inform her if any problematic issues arose that she could help them solve.



Style	Definition	Example of Use
Servant	Leaders at any level within an organization who lead by meeting the needs of the team or members of the organization at the expense of their own noteworthiness. They lead by example with integrity, have high moral and ethical standards, and are generous. This style is a form of democratic leadership because the whole team tends to be involved in decision making. The difference is that the servant leader is not often at the forefront and prefers promoting individual team members or the organization as a whole rather than accepting recognition for his or her contribution.	The department manager reported to the CEO during her official inspection visit to their retail store. The department manager began by introducing the team members to the CEO and informed her that without the team, the department would not have achieved the CEO's mission. He then identified two key people in the team that contributed the most to the team effort and hoped the CEO could recognize their effort to the corporation by rewarding them with promotions or rewarding them for their personal self-sacrifice.
Transactional	The "transaction" usually involves the organization extrinsically motivating team members by paying them in return for their effort and compliance. It is understood that the leader has a right to coerce or punish team members if their work doesn't meet an appropriate standard.	The manager stood at the podium and read off the recruitment and sales quotas of each team member. The manager suspected team members would not be happy with the monthly quota that came from higher headquarters or that the bottom-up recommendations were not factored into the quota mission. Every Friday morning, those who did not meet the weekly quota would be part of his and the higher headquarters' leadership meeting at seven in the morning. The COO used these meetings as a coercive and punitive reminder to meet future quotas, and he was direct in reminding team members of their current failure. The eight members of the team were indirectly rewarded by not participating in the meeting and directly rewarded by their increased compensation for meeting company goals.
Transformational	Transformational leaders are inspiring because they expect the best from everyone on their team as well as themselves. They often lead by example, and in organizations that provide a product or service, this leads to high productivity and engagement from everyone on their team. Leaders who use a combination of transformational and transactional leadership ensure that routine work is done reliably, while transformational initiatives can be incorporated to add value in the form of effectiveness or efficiency to the organization.	The leader recognized a downward shift in customer satisfaction in the level of service the company provided over the past year. If the business was to succeed, he knew a different approach would be needed. He reviewed the literature and recognized a new approach is required in the way they managed customers. To transform his company, he decided to invest in a customer relations management (CRM) training program to build brand and customer loyalty. To accomplish this, he would singularly motivate and lead the CRM transformation effort and ensure the appropriate change management steps were incorporated as part of the change management process. Only by his direct involvement could he inspire a dramatic transformation during the next quarter and reduce the amount of friction that change often elicits in employees.

### KEY TAKEAWAYS

- Leadership styles are developed from a combination of personal traits, skills, and behaviors used to interact with followers. Understanding the leadership behavior pattern of traits and skills is the central component to characterizing the leader's method used to influence action among followers.
- Charismatic leadership is a transitory phenomenon that is often sustained by capitalizing on crisis situations where the leader can identify with the followers who perceive him or her to be extraordinary during a period of crisis. The positive side of charismatic leaders is that they have a socialized power orientation seeking to instill devotion to ideology more than to themselves. In terms of the influence process, they emphasize internalization rather than personal identification. Self-sacrifice and leading by example are also used to communicate commitment to a strong sense of shared values, a strategic vision, and operational mission to promote the organization and not the individual.
- Inspirational leadership is often considered a component of transformational leadership. Inspirational leadership involves the use of influence tactics that involve an emotional or value-based appeal.
- The dark side of charisma involves a leader who is overdependent on his or her charismatic style. These leaders can be viewed as narcissistic and promoting highly self-serving and grandiose goals. Narcissistic charismatic leaders will commonly focus on self-glorification and self-transcendence motives.

## E X E R C I S E S

1. What is your leadership style? Being a leader of character can be an arduous and often toxic enterprise as multiple entities judge and criticize leadership character. Thus a leader strives to maintain the integrity of his or her leadership character, as it is a continuous individual struggle of immense proportion. As part of this character struggle, the leader must first define his or her personal leadership style since it becomes increasingly difficult for a leader to persuade stakeholders to only see the positive aspects of his or her character.
2. Who are you mirroring or modeling yourself on (in your current or past work experience, a community service setting, or any other setting, such as education or family)? Reflect and answer the following questions:
  - a. Define your personal leadership styles in the context of who you are mirroring.
  - b. Who are you mirroring? Who might be mirroring you?
  - c. What positive qualities (such as attitudes, virtues, or principles) do you possess as a leader? How might others be emulating these qualities?
  - d. What negative qualities (such as attitudes or principles) do you possess? How might others be emulating these qualities?
  - e. As a leader, do you wish your team (or family) to possess different attitudes or virtues from what they are seeing and mirroring from you? If so, what attitudes or virtues would you like to see changed or added? Why? If none, what might this say about you, your team, or your leadership style?

## 4. CHAPTER SUMMARY AND CASE

### Chapter Summary

- In Chapter 3, we discussed five unique approaches to the study of leadership theory. They consist of the *trait, behavioral, power-influence, situational, and integrative approaches*.
- No one theoretical approach guarantees leadership success. Research indicates that no single theory can explain leadership thoroughly nor, when applied, can any theory guarantee leadership success.
- The study of leadership involves three key variables identified as the **leader**, the **followers** (or subordinates), and the **situation**. Each of the three variables display unique characteristics identified in each of the five theoretical leadership theory approaches (trait, behavioral, power-influence, situational, and integrative).
- Leadership styles are developed from a combination of personal traits, skills, and behaviors used to interact with followers. Understanding the leadership behavior pattern of traits and skills is the central component to characterizing the method a leader uses to influence follower action in eliciting a desired response.
- Understanding how leadership styles impact followers is important in the maintenance and morale of the organization. Leaders can maintain flexibility in developing a unique approach to leadership to become more effective. By understanding the eight definitions and their ensuing characteristics (autocratic, charismatic, democratic, inspirational, laissez-faire, servant, transactional, and transformational), leaders and managers can influence employee behavior and cognitions to achieve the organization's mission.
- Charismatic leadership is a transitory phenomenon that is often sustained by an evolving crisis situation where the leader can identify with followers who perceive him or her to be extraordinary during the period of a crisis. The positive side of charismatic leaders is that they have a socialized power orientation seeking to instill devotion to ideology more than to themselves. In terms of the influence process, they emphasize internalization rather than personal identification. Self-sacrifice and leading by example are also used to communicate commitment to a strong sense of shared values, a strategic vision, and operational mission to promote the organization and not the individual.
- Inspirational leadership is often considered a component to transformational leadership. Inspirational leadership involves the use of influence tactics that involve an emotional or value-based appeal.
- The dark side of charisma involves a leader who is overdependent on his or her charismatic style. These leaders can be viewed as narcissistic and promoting highly self-serving and grandiose goals. Narcissistic charismatic leaders will commonly focus on self-glorification and self-transcendence motives.

## Chapter Case

Write three to six paragraphs answering the following questions, with at least one paragraph per question:

1. What are two new things you learned from Chapter 3? How can you either incorporate or change your leadership style based on what you learned?
2. What are the similarities and differences among charismatic, inspirational, and transformational leadership? What are the benefits and drawbacks of these styles? Use supporting details and references from the chapter.

Watch the following movie clips from *Hotel Rwanda* (<https://www.youtube.com/watch?v=9Z09r1Jvavk>) and *Facing the Giants* (<http://youtu.be/ISM1mvMypWU>) and then answer the following questions:

1. What stood out most to you from the *Hotel Rwanda* and *Facing the Giants* movie clips?
2. Which movie displayed charismatic leadership? Why?
3. Which movie displayed transformation leadership? Why?
4. What impact did both of these leaders have on their followers? Why did those things make such an impact?

## 5. CHAPTER 3 APPENDIX

### 5.1 Summing Character Behavioral and Cognitive Leadership Performance: Values, Attributes, and Skills Assessment

Chapter 3 provides a great amount of disparate information that categorizes leadership styles and the components and definition involved in each. What is often missing in a review of leadership theories and styles is how organizations, or people who are developing their leadership styles, measure the end result of a leadership action in terms of the various individual or organizational values, attributes, skills, and actions required in the exercise of being an effective and efficient leader. This purpose of this appendix is to provide a review of how a leadership evaluator, or any person who wants to support an individual who is developing his or her leadership style, can evaluate leadership against established standards of performance. Understand that the example provided is aimed at shaping leadership of character for the US Army Officer Corps, and the values, attributes, skills, and actions can be modified to meet a specific organization requirement or an individual's desire to develop themselves in a particular manner.

Webster's Dictionary describes character as the way someone thinks, feels, and behaves. It is the sum of someone's personality described by a set of qualities that are shared by many people in a group or country. Character, then, makes an organization or person different from other organizations or people. Character involves the aggregate of distinctive qualities, characteristics, or attributes of a particular type of individual distinguishing one from another. In our example, it involves a complex mix of mental and ethical traits that identify a particular person's personality.<sup>[38]</sup>

Organizations identify specific values, attributes, skills, and actions as performance indicators to enhance specific leadership performance in their profession. The US Army is one such organization that begins the development of emerging leaders by shaping the overall intended outcome of the individual's character. The US Army Cadet Command and the US Military Academy evaluate the leadership development of all cadets each time they hold a formal leadership position over the course of their training (usually two to four years) using the Leadership Assessment Report (CDT CMD FORM 156-4A-R Jul 09)<sup>[39]</sup> (see Figure 3.1). The Leadership Assessment Report<sup>[40]</sup> is used to evaluate and shape the development of military officers prior to becoming commissioned officers. In this example, the leader's values, attributes, and skills are evaluated in the particular action displayed. The expertise or qualification of the observer, or evaluator, is based on his or her qualifications, having gone through the course during his or her leadership development training program. To better understand the entire evaluation, we will review each of the assessment components located on the Leadership Assessment Report.

**FIGURE 3.1 Sample Leadership Assessment Report**

Leader Attributes/Skills/Actions			
<b>1. Attributes</b> Fundamental qualities and characteristics	<b>1 Mental</b> Possesses desire, will, initiative, and discipline	<b>2 Physical</b> Maintains appropriate level of physical fitness and bearing	<b>3 Emotional</b> Displays self-control and is calm under pressure
<b>2. Skills</b> Skill development is part of self-development; prerequisites to action	<b>1 Conceptual</b> Demonstrates sound judgment, critical/creative thinking, and moral reasoning	<b>2 Interpersonal</b> Shows skill with people by coaching, teaching, counseling, motivating, and empowering	<b>3 Technical</b> Possesses the expertise to perform all tasks and functions
	<b>4 Operational</b> Demonstrates proficiency in required professional knowledge and judgment		
<b>3. Actions</b> Performing major activities, influencing, operating, and improving			
<b>Influencing</b> Method of reaching goals while operating/improving	<b>1 Communicating</b> Displays good oral, written, and listening skills for individual/group	<b>2 Decision Making</b> Employs sound judgment and logical reasoning; uses resources wisely	<b>3 Motivating</b> Inspires, motivates, and guides others toward mission accomplishment
<b>Operating</b> Short-term goal accomplishment	<b>1 Planning</b> Develops detailed, executable plans that are feasible, acceptable, and suitable	<b>2 Executing</b> Shows operational proficiency, meets goal standards, and takes care of people and resources	<b>3 Assessing</b> Uses reflection and evaluation tools to facilitate consistent improvement
<b>Improving</b> Long-term improvement in the profession, its people, and the organization	<b>1 Developing</b> Invests adequate time and effort to develop individuals as leaders	<b>2 Building</b> Spends time and resources developing teams, groups, and organizations; fosters ethical climate	<b>3 Learning</b> Seeks self-improvement and organizational growth by envisioning, adapting, and leading

## 5.2 Organizational Values

Organizational values provide the observer or organizational rater a means to evaluate the emerging leader's adherence to the espoused values of those that lead them. It is important to remember that an individual's personal values may differ than those of the organization. If an individual chooses to work for an organization, he or she should understand the differences and work to obtain congruence between his or her own values and those of the organization. In this case, those organizational values that are not displayed by the emerging leader are identified by the organization's coach or rater so as to work on them and reinforce compliance. The following are examples of character traits adapted from the Leadership Assessment Report:<sup>[41]</sup>

- **Loyalty.** Bears true faith and allegiance to the organization and those they serve with.
- **Duty.** Fulfills professional, legal, and moral obligations.
- **Respect.** Promotes dignity, consideration of others, fairness, and equal opportunity.
- **Selfless service.** Places the organization's priorities before self.
- **Honor.** Adherence to the organization's publicly declared code of values.
- **Integrity.** Possesses high personal moral standards; honest in word and deed.
- **Personal courage.** Manifest physical moral bravery.

Leader **attributes**, **skills**, and actions are three areas that are assessed during the US Army Cadet Leadership Development Program evaluation process of cadet leaders as they strive to become commissioned military officers. Table 3.7 defines the attributes that are most desired in an employee (in this case, an emerging cadet leader) and evaluated by the rater (one supervisory level up) and senior rater (two supervisory levels up). Each attribute, skill, and action is evaluated as it pertains to the particular task being observed. In this case, the cadet will receive immediate evaluator comments and verbal feedback on the performance that is observed.

As a refresher, it is important to understand Table 3.2, where Barnard Bass<sup>[42]</sup> provides example factors of traits appearing in three or more of the fifty-two surveys he evaluated. The table also highlights whether the leader or employee possess one or more specific traits that lend to or detract from achieving organizational success. A summary of skills and traits that were identified in the study follow.

**TABLE 3.7 US Army Cadet Leadership-Development System**

	<b>Written and Verbal Feedback Areas</b>
<b>Attributes</b>	<b>Include an assessment of the leader's mental, physical, and emotional self-control</b>
• Mental	Possesses desire, will, initiative, and discipline
• Physical	Maintains appropriate level of physical fitness and personal bearing
• Emotional	Displays the necessary expertise to accomplish all tasks and functions
<b>Skills</b>	<b>Conceptual, interpersonal, and technical skills relating to the professional body of knowledge</b>
• Conceptual	Demonstrates sound judgment, critical/creative thinking, and moral reasoning
• Technical	Possesses the necessary expertise to accomplish all tasks and functions
• Operational	Demonstrates proficiency in required professional knowledge and judgment, as well as in the application of this professional knowledge and judgment
<b>Actions</b>	<b>Highlight major activities leaders perform in the areas of influencing, operating, and improving</b>
• Influencing	Method of reaching goals while operating and improving: <ul style="list-style-type: none"> <li>■ Communicating (displays good oral, written, and listening skills for individuals and groups)</li> <li>■ Decision making (employs sound judgment, logical mission standards, and takes care of people/resources)</li> <li>■ Motivating (inspires, motivates, and guides others toward mission accomplishment)</li> </ul>
• Operating	Short-term mission accomplishment: <ul style="list-style-type: none"> <li>■ Planning (develops detailed executable plans that are feasible, acceptable, and suitable)</li> <li>■ Executing (shows tactical proficiency, meets mission standards, and takes care of people and resources)</li> <li>■ Assessing (uses after-action and evaluation tools to facilitate consistent improvement)</li> </ul>
• Improving	Long-term improvement in the larger organization, its people, and suborganizations: <ul style="list-style-type: none"> <li>■ Developing (invests adequate time and effort to develop individual subordinates as leaders)</li> <li>■ Building (spends time and resources improving teams, groups, and units; fosters ethical climate)</li> <li>■ Learning (seeks self-improvement and organizational growth, envisioning, and adapting and leading)</li> </ul>

#### attributes

Include the leader's mental aptitude, physical skill, and emotional self-control.

#### skills

Conceptual, interpersonal, and technical knowledge specific to a profession, including its operations. Skills refer to the ability to do something in an effective manner. Like traits, skills are determined jointly by learning and heredity.

## 5.3 Skills

The following factors can be used to identify effective leaders with regard to their interpersonal, administrative, technical, and intellectual skills:

- Social and interpersonal skills
- Technical skills
- Administrative skills
- Intellectual skills

- Leadership effectiveness
- Achievement
- Social nearness
- Friendliness
- Support of the group task
- Task motivation and application

The next most frequent set of factors concerned how leaders relate to groups. The behaviors include the following:

- Maintaining cohesiveness of the group
- Coordination
- Task motivation
- Task performance
- High quality of output

Concern for the group's performance was modified by using nurturing behavior and the use of informal controls. The factors affected are as follows:

- Maintaining a cohesive work group
- Maintaining standards of performance
- Maintaining informal control of the group (group freedom)
- Sustaining nurturing behavior

## 5.4 Traits

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The next most frequent factors concerned the personal leadership characteristics. These included description of leaders in terms of the following:

- Emotionally well balanced
- Willing to assume responsibility
- Ethical in conduct
- Able to communicate readily
- Dominant
- Energetic
- Experienced
- Courageous
- Mature

The orders of frequency of the factors are significant as they relate to successful leadership performance. The Leadership Assessment Report identifies specific values, attributes, skills, and the effectiveness and efficiency of the action taken by an emerging or developing leader.

In summary, the US Army's cadet leadership assessment report identifies leadership development areas that are important to a specific organization. At the completion of the evaluation, the person—cadet in this case—is counseled and informed of those areas that require improvement as well as those areas that are encouraged to be sustained. The values, attributes, skills, and actions listed in the Leadership Assessment Report provide a means to better understand how theories and leadership styles interrelate with each other.



FIGURE 3.2 Leadership Assessment Report (Part 1)

PART II - CHARACTER: Disposition of the leader; combination of values, attributes, and skills affecting leader actions			
a. ARMY VALUES (Comments mandatory for all "NO" entries. Use Part I.)			
1. LOYALTY: Bears true faith and allegiance to the U.S. Constitution, the Army, the Unit, and the soldier.		5. HONOR: Adherence to the Army's publicly declared code of values	
2. RESPECT: Promotes dignity, consideration, fairness, & EO		6. INTEGRITY: Possesses high personal moral standards; honest in word and deed	
3. SELFLESS-SERVICE: Places Army priorities before self		7. PERSONAL COURAGE: Manifests physical and moral bravery	
b. LEADER ATTRIBUTES / SKILLS / ACTIONS: Mark "E", "S", or "N" for each observed dimension. IMPROVE comments in Part II are mandatory when rating of "N" is indicated.			
1. ATTRIBUTES Fundamental qualities and characteristics	1. MENTAL Possesses desire, will, initiative and discipline	2. PHYSICAL Maintains appropriate level of physical fitness and military bearing	3. EMOTIONAL Displays self-control; calm under pressure
2. SKILLS Skill development is part of self-development; prerequisite to action	1. CONCEPTUAL Demonstrates sound judgment, critical/creative thinking, moral reasoning	2. INTERPERSONAL Shows skill with people; coaching, teaching, counseling, motivating and empowering	3. TECHNICAL Possesses the necessary expertise to accomplish all tasks and functions
3. ACTIONS Major activities leaders perform; influencing, operating and improving	1. COMMUNICATING Displays good oral, written, and listening skills for individual / groups	2. DECISION-MAKING Employs sound judgment; logical reasoning, and uses resources wisely	3. MOTIVATING Inspires, motivates, and guides others toward mission accomplishment
INFLUENCING Method of reaching goals while operating/improving	1. PLANNING Develops detailed, executable plans that are feasible, acceptable, and suitable	2. EXECUTING Shows tactical proficiency, meets mission standards, and takes care of people / resources	3. ASSESSING Uses after-action and evaluation tools to facilitate consistent improvement
OPERATING Short-term mission accomplishment	1. DEVELOPING Invests adequate time and effort to develop individual subordinates as leaders	2. BUILDING Spends time and resources improving teams, groups, and units; fosters ethical climate	3. LEARNING Seeks self-improvement and organizational growth; envisioning, adapting and leading
IMPROVING Long-term improvement in the Army, its people, and organizations			
PART III - OVERALL NET ASSESSMENT (Circle one)      E      S      N			

Source: US Army. (2009, July). Leadership assessment report cadet command (REG 145-3 Requirement Control Symbol ATCC-122, CDT CMD FORM 156-4A-R JUL 09). Retrieved May 27, 2014, from [http://www.montana.edu/wwwarmy/pdf/CC%20Form%20156-4A-R%20%28Blue%20Card%29\\_Jul%2009.pdf](http://www.montana.edu/wwwarmy/pdf/CC%20Form%20156-4A-R%20%28Blue%20Card%29_Jul%2009.pdf)

FIGURE 3.3 Leadership Assessment Report (Part 2)

LEADERSHIP ASSESSMENT REPORT			
CADET COMMAND REG 145-3 REQUIREMENTS CONTROL SYMBOL ATCC-122			
PART I - RECORD OF OBSERVATIONS AND COUNSELING			Check here if SPOT REPORT <input type="checkbox"/>
a. SUMMARY OF OBSERVATION: Summarize most significant observed leadership behaviors. Use sufficient detail to support summary ratings in Parts II and III. Use Continuation Card if necessary.			
b. COUNSELING: Comment on at least 1 "SUSTAIN" and 1 "IMPROVE" dimension as identified in Part II. ("IMPROVE" comments are required for each "N" entry in Part II). Not required for Spot Report.			
SUSTAIN:			
IMPROVE:			
RATED OFFICER NAME	UNIT	DUTY POSITION (Location if Spot Report)	DATE
RATED CADET SIGNATURE	ASSESSOR NAME / INITIALS		CADRE CADET
Signature indicates that counseling was administered as reflected in Part I above, and does not imply agreement with ratings.			
CDT CMD FORM 156-4A-R FEB 02 REPLACES CDT CMD FORM 156-4-R OCT 98			
FLRC <input type="checkbox"/> SSTX 1 <input type="checkbox"/> SSTX 2 <input type="checkbox"/> PSTX <input type="checkbox"/>			

Source: US Army. (2009, July). Leadership assessment report cadet command (REG 145-3 Requirement Control Symbol ATCC-122, CDT CMD FORM 156-4A-R JUL 09). Retrieved May 27, 2014, from [http://www.montana.edu/wwwarmy/pdf/CC%20Form%20156-4A-R%20%28Blue%20Card%29\\_Jul%2009.pdf](http://www.montana.edu/wwwarmy/pdf/CC%20Form%20156-4A-R%20%28Blue%20Card%29_Jul%2009.pdf)

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