Leadership

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What’s your style as a leader? as a follower?

Compiled by
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Leadership – What’s your style as a Follower? As a Leader?
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1. What does leadership look and feel like?
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3. Managing vs Leading: Definitions
4. Power, Authority and Leadership
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   b. Memford (attributes, competencies, outcomes, career experiences, environmental)
   c. Skills inventory
7. Leadership: Style Approach
What does leadership look and feel like?
Managing vs Leading: Definitions

(Northouse, 2007, p. 3 – first quote, p. 11 – remaining quotes)

“Leadership is a process whereby an individual influences a group of individuals to achieve a common goal.”

“In a book that compared the functions of management with the functions of leadership, Kotter (1990) argued that he functions of the two are quite dissimilar (Figure 1.2). The overriding function of management is to provide order and consistency to organizations, whereas the primary function of leadership is to produce change and movement. Management is about seeking order and stability; leadership is about seeking adaptive and constructive change.”

<table>
<thead>
<tr>
<th>Management</th>
<th>Leadership</th>
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<tbody>
<tr>
<td>Produces Order and Consistency</td>
<td>Produces Change and Movement</td>
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<tr>
<td><strong>Planning and Budgeting</strong></td>
<td><strong>Establishing Direction</strong></td>
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<tr>
<td>• Establish agendas</td>
<td>* Create a vision</td>
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<tr>
<td>• Set timetables</td>
<td>* Clarify big picture</td>
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<td>• Allocate resources</td>
<td>* Set strategies</td>
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<td><strong>Organizing and Staffing</strong></td>
<td><strong>Aligning People</strong></td>
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<tr>
<td>• Provide structure</td>
<td>* Communicate goals</td>
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<tr>
<td>• Make job placements</td>
<td>* Seek commitment</td>
</tr>
<tr>
<td>• Establish rules and procedures</td>
<td>* Build teams and coalitions</td>
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<tr>
<td><strong>Controlling and Problem Solving</strong></td>
<td><strong>Motivating and Inspiring</strong></td>
</tr>
<tr>
<td>• Develop incentives</td>
<td>* Inspire and energize</td>
</tr>
<tr>
<td>• Generate creative solutions</td>
<td>* Empower subordinates</td>
</tr>
<tr>
<td>• Take corrective action</td>
<td>* Satisfy unmet needs</td>
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Source: Adapted from A Force for Change: How Leadership Differs From Management (pp. 3-8) by J.P. Kotter, 1990, New York: Free Press.

“Bennis and Nanus (1985) maintained that there is a significant difference between the two. To manage means to accomplish activities and master routines, whereas to lead means to influence others and create visions for change. … ‘Managers are people who do things right and leaders are people who do the right thing.’ (p. 221).”

“Zaleznik (1977) went to far as to argue that leaders and managers themselves are distinct: they are basically different types of people. He contended that managers are reactive and prefer to work with people to solve problems but do so with low emotional involvement. They act to limit choices. Zaleznik suggested that leaders, on the other hand, are emotionally active and involved. They seek to shape ideas instead of responding to them and act to expand the available options to solve long-standing problems. Leaders change the way people think about what is possible.”

“Although there are clear differences between management and leadership, the two constructs overlap. When managers are involved in influencing a group to meet its goals, they are involved in leadership. When leaders are involved in planning, organizing, staffing, and controlling, they are involved in management. Both processes involve influencing a group of individuals toward goal attainment.”
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Power, Authority and Leadership
(Northouse, 2007, p. 6, p. 8, p. 9, )

Formal vs Informal Leadership Positions
Northouse differentiates between those who are leaders because of their formal position and those who are leaders because of the way other group members respond to them.

- Assigned (Formal) Leaders – Hold positions to which leadership responsibilities are assigned
- Emergent (Informal) Leaders – Do not hold formal leadership positions but others perceive them to be the most influential member of the group, often this emerges over time. Common characteristics include: “being verbally involved, being informed, seeking others’ opinions, initiating new ideas, and being firm but not rigid (Fisher, 1974).”

Bases of Power -- French and Raven identify five bases of power.
Refrerent Power – Based on follower’s identification and liking for the leader. A school teacher who is adored by her students has referent power.
Expert Power – Based on followers’ perceptions of the leader’s competence. A tour guide who is knowledgeable about a foreign country.
Legitimate Power – Associated with having status or formal job authority. A judge who administers sentences in the courtroom exhibits legitimate power.
Reward Power – Derived from having the capacity to provide rewards to others. A supervisor who gives rewards to employees who work hard is using reward power.
Coercive Power – Derived from having the capacity to penalize or punish others. A coach who sits players on the bench for being late to practice is using coercive power.

Personal Power – referent, expert
Position Power – legitimate, reward, coercive

Authority Types -- Max Weber identified three authority types.
http://danawilliams2.tripod.com/authority.html
Traditional authority is legitimated by the sanctity of tradition. The ability and right to rule is passed down, often through heredity. It does not change overtime, does not facilitate social change, tends to be irrational and inconsistent, and perpetuates the status quo.
Charismatic authority is found in a leader whose mission and vision inspire others. It is based upon the perceived extraordinary characteristics of an individual. Weber saw a charismatic leader as the head of a new social movement, and one instilled with divine or supernatural powers, such as a religious prophet…Weber also thought charisma played a strong - if not integral - role in traditional authority systems.
Legal-rational authority is empowered by a formalistic belief in the content of the law (legal) or natural law (rationality). Obedience is not given to a specific individual leader - whether traditional or charismatic - but a set of uniform principles. Weber thought the best example of legal-rational authority was a bureaucracy (political or economic). This form of authority is frequently found in the modern state, city governments, private and public corporations, and various voluntary associations. In fact, Weber stated that the “development of the modern state is identical indeed with that of modern officialdom and bureaucratic organizations just as the development of modern capitalism is identical with the increasing bureaucratization of economic enterprise (Weber 1958, 3).
What types of Power and Authority does each leader hold/use?

- Your direct supervisor/boss
- Someone you admire
- You currently
- You at the end of the program
Leadership: Trait Approach
(Northouse, 2007, chapter 2)

Organizing Principles:
• People are born leaders.
• If you have these traits, you will be a leader.

Summary of Studies of Leadership Traits and Characteristics

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<td>Intelligence</td>
<td>Intelligence</td>
<td>Achievement</td>
<td>Intelligence</td>
<td>Drive</td>
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<td>Alertness</td>
<td>Masculinity</td>
<td>Persistence</td>
<td>Masculinity</td>
<td>Motivation</td>
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<td>Insight</td>
<td>Adjustment</td>
<td>Insight</td>
<td>Dominance</td>
<td>Integrity</td>
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<td>Responsibility</td>
<td>Dominance</td>
<td>Initiative</td>
<td>Confidence</td>
<td>Cognitive ability</td>
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<td>Initiative</td>
<td>Extroversion</td>
<td>Self-confidence</td>
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<td>Task knowledge</td>
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<tr>
<td>Persistence</td>
<td>Conservatism</td>
<td>Responsibility</td>
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<tr>
<td>Self-confidence</td>
<td>Cooperatorness</td>
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Major Leadership Traits
• Intelligence
• Self-confidence
• Determination
• Integrity
• Sociability

Strengths
Intuitively appealing
A century of research to back it up
Highlights the leader component in the leadership process
Gives us some benchmarks of what to look for if we want to be leaders

Criticisms
No definitive list of leadership traits identified, list seems endless
Fails to take situations into account
Highly subjective determinations of the most important leadership traits
Traits have not been looked at in relationship to leadership outcomes
Not useful for training and development for leadership (it’s not easy to teach new traits or change old ones)

Leadership Trait Questionnaire
(Rate yourself 5 high, 3 medium, 1 low, ask a friend to do the same, compare scores)

Are you ---
___ Articulate: communicates effectively with others
___ Perceptive: Discerning and insightful
___ Self-confident: Believes in oneself and one’s ability
___ Self-assured: Secure with self, free of doubts
___ Persistent: Stays fixed on the goals despite interference
___ Determined: Takes a firm stand, acts with certainty
___ Trustworthy: Acts believably, inspires confidence
___ Dependable: Is consistent and reliable
___ Friendly: Shows kindness and warmth
___ Outgoing: Talks freely, gets along well with others
Leadership: Trait Approach
Who exhibits which traits?

Your direct supervisor/boss
Someone you admire
You currently
You at the end of the program
Leadership: Skills Approach
(Northouse, 2007, chapter 3)

Organizing Principles:
• People can be taught leadership skills
• Skills are what leaders can accomplish, traits are who leaders are (innate characteristics)
• These skills are needed in different proportions depending upon where you are in the organization

Leadership Skills – as identified by Katz (1955)
• Technical – knowledge about and proficiency in a specific type of work or activity
• Human – knowledge about and ability to work with people
• Conceptual -- ability to work with ideas and concepts (i.e. creating a vision and strategic plan)


Five skills interact and influence the type of leader one becomes.

Competencies

- Problem-solving – creative ability to solve new and unusual, ill-defined organizational problems including defining significant problems, gather problem information, formulate new understandings about the problem, generate prototype plans for problem solutions
- Social judgment skills – the capacity to understand people and social systems; the ability to work with others and marshall support; the ability to take the perspective of others; have social perceptiveness (understand how others in the organization function); have social performance (be able to communicate your own vision to others)

Knowledge

- The accumulation of information and mental structures to organize information (thinks like an expert)

Individual attributes

- General cognitive ability – a person’s intelligence; includes perceptual processing, information processing, general reasoning skills, creative and divergent thinking capacities, and memory; typically grows and expands up through early adulthood then begins to decline with age
- Crystalized cognitive ability – intellectual ability that is learned or acquired over time; what we learn through experience; stays fairly stable over time
- Motivation – leaders must be willing and motivated to tackle complex organizational problems (want to lead); willing to express dominance (exert their influence); committed to the social good of the organization.
- Personality – our personality has an impact on the development of leadership skills

Leadership outcomes

- Effective problem solving – criteria for good problem solving are determined by the originality and quality of expressed solutions to problems; good problem solving involves creating solutions that are logical, effective, and unique and that go beyond given information
- Performance – how well the leader has done the job

Career experiences

- Experiences acquired in the course of leaders’ careers influence their knowledge and skills to solve complex problems; challenging job assignments, mentoring, appropriate training, and hands-on experience in solving new and unusual problems develop and shape one’s leadership skills

Environmental influences

- Factors that lie outside the leader’s competencies, characteristics, and experiences (i.e. aging facility, inadequate budget, highly skilled team, etc)

Strengths

Is a leader-centered model that stresses the importance of developing particular leadership skills
Is intuitively appealing as it makes leadership available to everyone (skills can be learned)
Is a multifaceted model suggesting that leadership is complex

Criticisms

Skills identified seem to extend beyond the boundaries of leadership
Model is weak in predictive value, does not explain how skills lead to effective leadership performance
Relies heavily on traits making it almost a trait model
Was developed by studying military personnel, this may not apply to other leadership contexts
Skills Inventory (Northouse, 2007, p. 65)

Rate each question using the following scale:
1= not true, 2=seldom true, 3=occasionally true, 4=somewhat true, 5=very true

1. I enjoy getting into the details of how things work.................................................. 1 2 3 4 5
2. As a rule, adapting ideas to people’s needs is easy for me. ................................. 1 2 3 4 5
3. I enjoy working with abstract ideas ............................................................. 1 2 3 4 5
4. Technical things fascinate me. ........................................................................ 1 2 3 4 5
5. Being able to understand others is the most important part of my work .......... 1 2 3 4 5
6. Seeing the big picture is easy for me ...................................................................... 1 2 3 4 5
7. One of my skills is being good at making things work ...................................... 1 2 3 4 5
8. My main concern is to have a supportive communication climate.................. 1 2 3 4 5
9. I am intrigued by complex organizational problems........................................ 1 2 3 4 5
10. Following directions and filling out forms comes easily for me ...................... 1 2 3 4 5
11. Understanding the social fabric of the organization is important to me........ 1 2 3 4 5
12. I would enjoy working out strategies for my organization’s growth ............. 1 2 3 4 5
13. I am good at completing the things I’ve been assigned to do ....................... 1 2 3 4 5
14. Getting all parties to work together is a challenge I enjoy.......................... 1 2 3 4 5
15. Creating a mission statement is rewarding work ........................................ 1 2 3 4 5
16. I understand how to do the basic things required of me ............................. 1 2 3 4 5
17. I am concerned with how my decisions affect the lives of others ............... 1 2 3 4 5
18. Thinking about organizational values and philosophy appeals to me.......... 1 2 3 4 5

Scoring

Technical Skill (sum questions 1, 4, 7, 10, 13, 16) __________

Human Skill (sum questions 2, 5, 8, 11, 14, 17) __________

Conceptual Skill (sum questions 3, 6, 9, 12, 15, 18) __________
Leadership: Skills Approach
Who exhibits which skills?

- Your direct supervisor/boss
- Someone you admire
- You currently
- You at the end of the program
Leadership: Style Approach
(Northouse, 2007, chapter 4)

Organizing Principle:
• The behavior of the leader is key
• Approach focuses exclusively on what leaders do and how they act

Managerial/Leadership Grid – Blake & Mouton (1960’s, 1991)
Juxtaposes two behaviors
• Task
• Relationship/People

Country Club Management (1,9): Thoughtful attention to the needs of people for satisfying relationships leads to a comfortable, friendly organization atmosphere and work tempo

Authority-Compliance Management (9,1): Efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree

Impoverished Management (1,1): Exertion of minimum effort to get required work done; is appropriate to sustain organization membership

Middle-of-the-Road Management (5,5): Adequate organization performance is possible through balancing the necessity to get work out while maintaining morale of people at a satisfactory level

Team Management (9,9): Work accomplishment is from committed people; interdependence through a common stake in organization purpose lead to relationships of trust and respect
Leadership: Style Approach
Who exhibits which style?

- Your direct supervisor/boss
- Someone you admire
- You currently
- You at the end of the program