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CHAPTER 4

Leadership

Team leadership is the practice of enlisting and overseeing others in the pursuit of shared goals. In contrast to management, leadership seeks to inspire others to the highest levels of individual, team, and organizational performance. Whereas managers focus on planning, organizing, and controlling, leadership involves vision, networking, and consensus-building (Kotter, 1998). While good leaders will possess good management skills, the converse is not always true. Leaders must be able to foster communication, cohesion, and commitment within their teams. After looking at a brief overview of management trends in organizations, we will survey the major theories of leadership, discuss the five practices of exemplary leaders, and describe how leaders can influence and persuade others. We conclude with specific strategies for conducting effective meetings.

CASE 4.1: COGENT HEALTHCARE

Brentwood, Tennessee, is home to a health care company that specializes in hospital medicine, an emerging specialty with an impressive year-over-year increase in demand. This company has experienced 24% compounded annual growth and has recently doubled in revenue and headcount. With over 1,100 physicians employed in over 130 hospitals and clinics across the United States and fewer than 200 employees running the corporate headquarters, this business relies on a distributive leadership model to make sure that the clinical services and business operations run smoothly, efficiently, and up to the highest standards.

From the executive suite down to the hospital or "program" level, the company is broken down into leadership "dyads" of a clinical leader and an operations leader. The chief operating officer and chief clinical officer distribute leadership responsibility over regional chief operating officers and regional chief medical officers, who in turn divide responsibility for program managers and program medical directors. This "role-player" model has proven successful with world champion sports teams, on paramedical teams, and within military Special Forces teams. A vital component of this model, however, is training, team-building, and the establishment of trust.

One of the key differentiators for this rapidly growing company is the investment it makes in the ongoing development of its human capital. It is one of the few health care companies of any size with a dedicated Organizational Development (OD) department, which has developed an academy model that is designed to meet the advancing needs of the corporate staff, the field support staff, the clinicians, and the hospital program and

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regional leadership teams. The academy model is self-buttressing, meaning that it supports itself by cross-referencing courses and training different program-level role players in unison. For example, in the initial "level 1" training program, the operations leadership and the clinical leadership team members learn the same fundamentals, laying a foundation for understanding, trust, and interdependence across the footprint of the company. This uniformity helps everyone who has attended the level 1 academy speak the same language, share the same expectations, and understand the baseline knowledge.

As they advance, the leaders participate in more specialized skills training that complements the work they do. Whether that training focuses on managing finances or managing physician performance, these team leaders are trained to be fully competent and on the cutting edge of their own specialization, and to understand the language of their counterpart. This ensures ongoing communication and transparency between co-leaders of very high-pressure, high-stress program sites, which prepares these leadership teams for the daily demands of the volatile hospital environment.

The advanced leadership training, the third level of the academy model, is designed around a "live case" structure, which requires the leadership "dyad" to bring an actual problem that is facing its hospital team—such as floundering patient satisfaction scores or a strained relationship with the hospital administration—to the training event. Each team's "live case" is used in every module or session in the training in order to lend context to the material and to create a bridge between theory and practice. The academy takes each team through a series of sessions about managing culture, relationships, conflict, and performance (to name a few), and each session involves table exercises designed to force the teams to develop a change initiative to resolve the problem. By the end of the seminar, each leadership team weaves together an integrated and multifaceted change plan, complete with milestones. These detailed plans are shared with the regional leaders for the sake of accountability and follow-through, improving the execution and implementation of those initiatives.

It is estimated that the company invests almost $10,000 per year on the development of each of its top leaders, not including the money allocated for "continuing medical education" (known as "CME") credits. The figure decreases for employees who bear less responsibility, and while it is a significant amount of money that surprises many business leaders across industries, it has proven valuable in driving business performance and retention of the company's "top talent." In the time that these academies have been instituted, average length of physician tenure has doubled, the company-wide turnover rate is the best it has been in the company's history, and the quality-based incentive bonuses that programs earn have increased across the company. Given the annual revenue of the company, the decreased costs associated with turnover, and the training of new employees—not to mention the intangible value of improved client satisfaction and industry reputation—the investment in leadership development has more than justified itself.

Case Study Discussion Questions

1. What common needs exist on teams in health care, sports, business, education, and the military? How do you think leadership addresses those needs?
2. How does Cogent Healthcare justify its investment in leadership development? What are the tangible short- and long-term benefits?
3. What is the best way to train leaders? Describe the Cogent Healthcare leadership development model.

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For generations, leaders and supervisors have used their positional power to issue commands and control subordinates' behavior. They relied largely on the promise of reward and the threat of punishment to manage and motivate employees. This business model was designed by powerful men such as J. P. Morgan, Andrew Carnegie, and John D. Rockefeller Sr. in the early 1900s to run their growing companies (Kayser, 1994). As the United States transitioned from an agrarian to an industrialized economy, factories and organizations sought raw material and human labor to an unprecedented extent. To meet their needs, companies hired thousands of employees who, subsequently, needed to be managed and organized. Supervisors and foremen had almost total power to hire, fire, reward, and punish those who worked for them. Workers were given direction, evaluated, and then either rewarded or punished based upon their performance (Edwards, 1979). But today's competitive and fast-paced global economy requires a new organizational model that shares power and capitalizes on the collective wisdom of groups and teams (Guillen, 1994; Senge, 1990).

SELF-MANAGED WORK TEAMS

The most successful organizations are flexible, innovative, and collaborative in order to maximize the strengths of an increasingly educated and diverse workforce. Hierarchical command and control systems that emphasize authority and compliance are out of fashion and, ultimately, ineffective in the long term (Pfeffer, 1992). Some authors have coined this new autonomy-granting phenomenon as the second industrial revolution, postulating that it may represent as profound a change as the first industrial revolution of the eighteenth and nineteenth centuries (Fisher, 2000).

Self-managed work teams (SMWTs) are more than groups of people working together to accomplish tasks defined by their managers. SMWTs are, as their name implies, truly self-managed. These teams hold responsibility for the entire process: goal-setting, creating a project plan, dividing up the tasks, assigning responsibilities, and allocating compensation. For example, W. L. Gore and associates, the company that produces GORE-TEX, makes significant use of self-directed work teams. Job titles do not exist at Gore. Rather, every employee is known as an "associate," and when it comes to compensation, the associates are evaluated by their entire team.

SMWTs share power by allowing members to participate in important decisions and to volunteer for leadership opportunities (Oh, 2012). When individuals are empowered and motivated, they are more committed to the team's success and feel a greater sense of involvement in the process (McIntyre & Foti, 2013). In these types of teams, discussions tend to be more dynamic and innovative as members share different perspectives and work collaboratively to find the best answers and solutions (Bergman, Rentsch, Small, Davenport, & Bergman, 2012). Members realize they can use their personal power to influence group behavior and improve team performance. Shared power, then, allows individual members to exert their opinions and positively influence group decisions and actions. As Johnson and Johnson (2006) suggest, "The effectiveness of any group is improved when power is relatively mutual among its members and power is based on competence, expertise, and information" (p. 240). Shared power based upon competence as opposed to position grants all members the opportunity to contribute to team success.

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LEADERSHIP AND GENDER

For most of human history, men have occupied positions of power and have enjoyed privilege in nearly all its forms. Indeed, most of the storied leaders around the world are men, and most of today's revered CEOs and titans of industry are men. However, in a 2010 article from *The Atlantic* magazine entitled "The End of Men," author Hanna Rosin wonders if the golden age of male leadership is coming to an end.

Rosin's exposition on the advancement of women leaders is based in the argument that "the postindustrial economy is indifferent to men's size and strength. The attributes that are most valuable today—social intelligence, open communication, the ability to sit still and focus—are, at a minimum, not predominantly male. In fact, the opposite may be true." Rosin argues that the historical or traditional roles and strengths of men and women are social constructs more than they are biological ones. Her conclusion, therefore, is that the dominance of males—even in leadership positions—is on the decline. She states, "As thinking and communicating have come to eclipse physical strength and stamina as the keys to economic success, those societies that take advantage of the talents of all their adults, not just half of them, have pulled away from the rest." If physical strength and size no longer command attention and respect, it follows that people with the greatest skill in the most valuable areas (in Rosin's argument, these areas are thinking, communicating, perspective-taking, and social intelligence) are the ones who will ascend to leadership positions.

Leaders are only effective to the extent to which they can influence their environment and their team. These factors may, indeed, have been influenced by certain social constructs or constraints in the past, but the world is in transition. The knowledge, skills, and abilities that lead to success are based upon communication, cooperation, and collaboration. And these can be developed, refined, and acquired by men and women alike.

THEORIES OF LEADERSHIP

Leadership is a hotly contested subject in academic and organizational settings. Not everyone agrees on what constitutes effective leadership. Kotter (1985) makes a strong argument that as the workplace continues to become more competitive and complex, issues of leadership, power, and influence will become increasingly important. Work teams today are also contending with the ever-increasing pressure to solve complex, multidimensional problems at lightning speed. The typical team leader today must manage "thousands of interdependent relationships—linkages to people, groups, or organizations" (Kotter, 1985, p. 23). Though relatively straight-forward tasks and goals can usually be accomplished through simple structures and concrete role assignments, solving more complex problems is a more difficult process. Teams have to figure out how to generate, evaluate, and implement innovative solutions to new and unforeseen problems. Leadership models that can catalyze and monitor this process while empowering and developing team members are at the very heart of effective leadership (Pfeffer, 1992).

Blake and Mouton (1961) created the Managerial Grid to graphically represent the balance between task and relationship. Their model suggests that the best leaders have a high concern for both people *and* production or results.

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Table 4.1 Managerial Grid

Concern for People				
High	Country club management		Team management
Medium		Middle of the road management	
Low	Impoverished management		Authority-compliance
	Low	*Medium*	*High*

Concern for Production (task)

SOURCE: Adapted from tBlake and Mouton (1961).

When leaders are more concerned with people than production, their style is friendly and nonconfrontational. When production is given priority over the value of people, the use of authority to enforce compliance is the norm. When leaders are passive and detached from both the people and tasks of their team, the management style is impoverished. The ideal leadership style in this model is to value and invest in people while simultaneously creating accountability and the expectation of task achievement (Arana, Chambel, Curral, & Tabernero, 2009). The following section describes some of the most common models of leadership.

Trait Theories

In the early 1900s, leadership researchers assumed that great leaders had a consistent set of innate traits that set them apart from followers. Researchers believed that once people knew which personality traits were associated with success, they could identify potential leaders and put them into positions that would maximize those traits. According to this reasoning, identification was crucial because the personality traits associated with effective leadership were only present in extraordinary people and could not be developed in people lacking such traits. Although this was a reasonable and systematic approach at the time, researchers were disappointed when they were not able to identify a common set of traits present in successful leaders. Research by Mann (1959) and Stogdill (1948) shattered the illusion that great leaders are born with certain characteristics; the data simply did not support that position.

More recent research has used characteristics of the five factor model of personality (openness, conscientiousness, extraversion, agreeableness, and neuroticism) to examine leadership qualities. Traits within the five factor model tend to be relatively stable throughout life and are thus categorized as personality traits rather than learned behavior or transitional states. Using this model, leadership researchers found significant differences between leaders and followers. The most effective leaders, on average, exhibit higher levels of extraversion (outgoingness and assertiveness), conscientiousness (diligence and work ethic), and openness (flexibility and creativity) (McCrae & Costa, 1987). Not surprisingly, the most effective leaders work well with others, get things done, and find innovative ways to solve problems.

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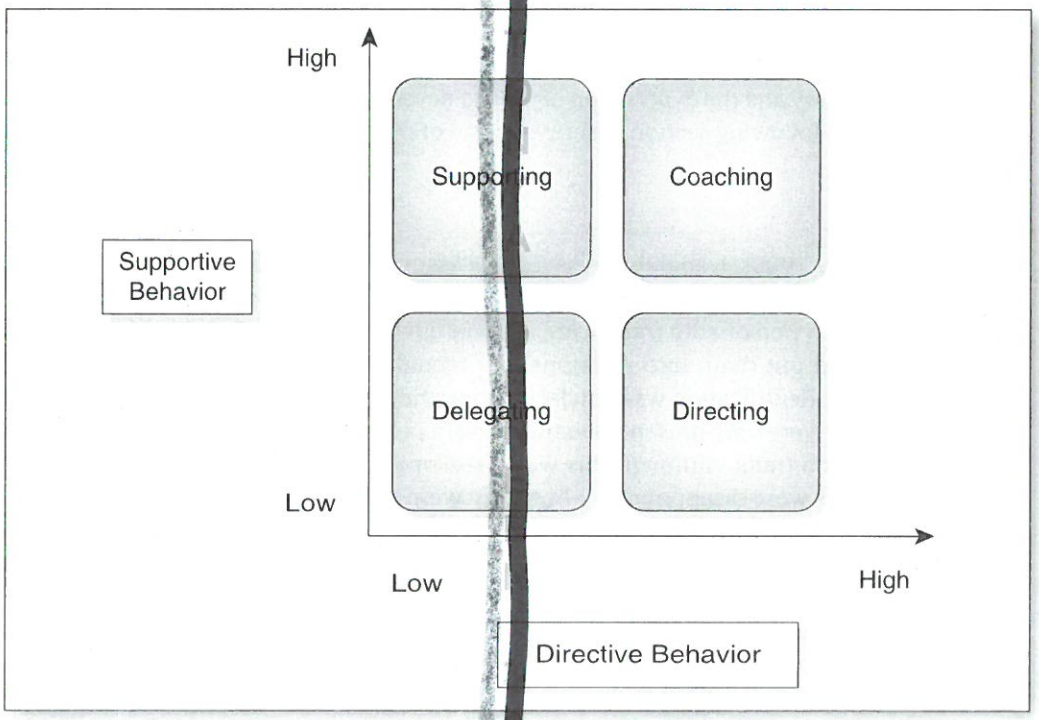
Contingency Theories

As behavioral researchers were observing leaders in various settings, they found that a consistent style of leadership did not always work for every situation. In other words, certain styles of leadership work better depending on the specific task, composition, and context of the group. Out of these observations emerged a theory of leadership that posits the importance of matching leader behavior with the context. Contingency theories rest upon the assumption that leadership styles must adapt to changing team conditions in order to be most effective.

Situational leadership is a well-known contingency theory of leadership developed by Blanchard and Hersey (Blanchard, Zigarmi, & Zigarmi, 1999; Hersey, 1985). This theory suggests that leaders are defined by two things: the amount of direction they give and the amount of support they give. A team leader who is highly directive gives detailed information to members about what needs to be done and how they should do it. Leaders who are supportive give a lot of encouragement to others and empower them to figure out the best way to get their job done. There are four possible leadership styles, depending on the amount of direction and support a team leader gives: directing, coaching, supporting, and delegating.



While individual leaders might have a preferred style of leadership, Blanchard and Hersey believe the most effective leadership style depends on the team.

Situational leadership theory asserts that leadership style must be fluid and dependent on the developmental level of team members (DeRue, Barnes, & Morgeson, 2010). When

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teams are in the forming stage of development, members are not exactly sure how they will contribute or how the team will function together. The team is in an early developmental stage exhibiting characteristics of low competence as a team but high commitment. At this stage, members respond best to a leader who provides a lot of structure and uses a **directing** style of leadership. As the team develops, members increase their level of competence but lose some of their initial motivation for the task. Thus, the leader must maintain a high level of directiveness while also providing high levels of support and encouragement. This style of leadership is called **coaching**. As members become competent in their abilities, they require less direction but still need support. Thus, the **supporting** style helps maintain high levels of commitment to the task. Finally, as members develop competence and internal motivation, the ideal leadership style is **delegating**. At this stage, members are able to accomplish the tasks they are assigned with little support or direction. This variable style of leadership is well suited to the changing needs of developing groups. Situational leaders start with a directing style and end up with a delegating style.

Transformational Leadership

Transformational leadership is a theory of leadership that describes the process by which leaders transform a group of individuals into a cohesive team that is committed to the highest levels of success (Bass, 1998). It relies upon the ability of leaders to inspire others to go beyond mere compliance by encouraging them to take ownership of a task or project and to identify with the results. Transformational leaders are visionaries who empower others to accomplish great feats. They lead by example and are able to enlist others to take on great challenges. Transactional leadership, in contrast, focuses on the management of tasks and is defined as the transaction between a manager and an employee. It relies upon structure, accountability, and a reward system to ensure that work is getting done.

Transformational leaders use influence strategies such as inspirational appeal, consultation, and personal appeal to garner the highest levels of commitment. Similarly, they use referent or expert bases of power to motivate others, as opposed to coercive or legitimate power, which may foster resentment. These leaders would rather have members volunteer for tasks than force them to comply. Thus, transformational leadership tends to generate a deep sense of loyalty to the team and commitment to the task.

Steve Jobs is an example of an inspiring, transformational leader. There are certainly tales of his occasional heavy-handedness and slavish dedication to a singular vision, but shortly after his death in 2011, many of his former colleagues and direct reports shared detailed stories of how he brought out the best in his employees. He had an appealing genius about him, according to many, and he was uncompromising in his pursuit of innovative solutions, user-friendly designs, and exceptional results. The teams that survived the intensity of his style were fiercely loyal to Apple, its mission, and to Jobs himself. The result, obviously, has been a series of historic and influential products including the iPod, iPad, and iPhone that have revolutionized technology and communication.

Primal Leadership

Primal leadership is a theory of leadership that emphasizes the emotional and social maturity of the leader (Goleman, Boyatzis, & McKee, 2004). Emotional intelligence, as we have

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discussed in Chapter 3, on interpersonal dynamics, begins with the ability to recognize and manage one's own emotions. Being aware of feelings such as anger or irritation and being able to manage those feelings is the foundation of emotional intelligence. If leaders are not aware of their own feelings and do not have an accurate understanding of their own strengths and weaknesses, they will not be able to manage their teams effectively. In this regard, healthy self-esteem is not thinking too highly of oneself, and it's not thinking too poorly of oneself; it's thinking accurately about oneself.

The second half of emotional intelligence is the ability to understand and manage relationships. Leaders must have social awareness and the ability to accurately read others. More specifically, they need to recognize how they are personally affecting their team members. This allows leaders to evaluate their effectiveness and make changes, if necessary. One of the reasons why the fictitious character Michael Scott, from the award-winning TV show *The Office*, is so funny is that he has absolutely no idea how foolish he appears to others. He has neither self-awareness nor social awareness, which can be quite humorous as he tries to lead his team. Ultimately, effective leaders need emotional intelligence in order to know themselves and to inspire others. Furthermore, when interpersonal tensions build, leaders need social maturity to accurately diagnose the situation and to intervene with a level head.

Leadership Development Plan

1. Where am I now?
2. Where do I want to be in the future?
3. What do I need to do to get there?

Most of us have had irritable, moody managers or supervisors who made our working lives miserable. Bosses can have a significant impact on the atmosphere of a team. Not only are emotions subconsciously perceived on a neurological level, they tend to be mirrored by others (Goleman, Boyatzis, & McKee, 2001). The mood or emotions of a team leader often generate similar emotions, either positive or negative, in the rest of the team. For this reason, Goleman and his colleagues suggest that leaders need to be aware of their emotions and how their moods impact their teams. They assert that if team leaders are to be consistently successful over a long period of time, they need to regulate their moods while still being authentic and genuine. If they are angry, stressed, or upset but try to act superficially playful or artificially positive, the team will know. It is better for them to be aware of their emotions and deal with them in an appropriate setting than to cover them up and pretend that nothing is wrong.

Another distinguishing characteristic of primal leadership is its emphasis on intentional leadership development. Goldman and his associates believe that leaders can be developed by following a specific process. First, individuals need to know their strengths and weaknesses. They can either gather data informally or they can participate in a more structured 360 degree assessment in which feedback from multiple perspectives such as peers,

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supervisors, and direct reports is solicited. Once leaders have an accurate understanding of their strengths and weaknesses, they can create specific goals about the kind of leader they would like to become. The final step in the leadership development process is to create a concrete action plan to achieve those goals. Starting with where they are now and moving to where they would like be, emerging leaders create a detailed, written action plan to get there. Once a plan is constructed, discipline and diligence are needed to carry it out. One of the best ways to stay committed to the process of personal development is to enlist a coach, which is one of the primary characteristics of our next leadership theory.

Resonant Leadership

The theory of resonant leadership is closely related to primal leadership, but with some distinguishing differences. Boyatzis and McKee (2005) argue that it is the relationship between the leader and his or her direct reports that is the key determinant of team success. Relationships that are positive and empowering lead to feelings of trust and growth. Conversations and meetings with resonant leaders leave members feeling excited about being a part of the team and encouraged about their role (Baran, Shanock, Rogelberg, & Scott, 2012). This is what Boyatzis calls interpersonal resonance. Conversely, when the relationship with supervisors generates feelings of fear, anxiety, or distrust, the result is dissonance. Dissonant leaders may be smart, competent, and hard-working, but they are not able to build meaningful connections with their team; thus, they will not be able to maintain sustainable success.

Leaders are often under a tremendous amount of pressure. They carry an emotional burden that can wear them down over time. If leaders are not managing stress effectively, they lose the ability to relate to others in a positive way and become disconnected from or dissonant with their team. The solution is to practice regular habits of rest and renewal. In particular, Boyatzis recommends mindfulness to slow the body down and to focus the mind. With mindfulness, leaders regularly set aside time for quiet reflection and peaceful relaxation. It is often during times of this mindfulness or increased self-awareness that the full creative capacities of our brains are utilized. It also creates feelings of hope and goodwill toward others, which can lead to resonance with team members.

Another way leaders can experience renewal is to mentor and coach their team members with compassion (Boyatzis, Smith, & Blaize, 2006). This coaching experience not only has the potential to impact the development of team members, it can also be an extremely meaningful endeavor for the leader. The practice of compassionate coaching occurs when the leader is truly interested in the well-being of others and not just interested in what they can contribute to the organization. Thus, resonant leaders see one of their primary roles as developing the potential of their team members. Simply put, they are invested in helping team members achieve their own goals. Coaching appointments can foster resonance by asking team members the following questions:

1. What do you want to achieve personally and professionally?
2. How can I help you achieve those goals?
3. Are you open to me giving you specific feedback and suggestions for growth?

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The answers to these questions can be used as the groundwork for future meetings where goals and plans are discussed more specifically. Again, this type of coaching is beneficial to both the leader and the team member and is one of the key characteristics of resonant leadership.

FIVE PRACTICES OF EXEMPLARY LEADERS

Trait theories, contingency theories, and transformational theories of leadership all have something to contribute to the discussion about leadership. Each perspective emphasizes certain criteria or conditions that lead to effective leadership. Another model of leadership that incorporates many of the salient components of these models is described in *The Leadership Challenge*, by Kouzes and Posner (2007). Used in many corporate leadership training programs, this popular leadership model is grounded in 30 years of research and includes data from over 3 million leaders. The authors have identified five characteristics of exemplary leaders. These include the ability to do the following:

- Model the way
- Inspire a shared vision
- Challenge the process
- Enable others to act
- Encourage the heart

The theory suggests that if individuals learn to use these five practices on a regular basis, they would be more effective as leaders. The five practices are easy to understand and, with practice, can be mastered by almost anyone. The rest of this chapter will describe each of the five practices in detail.

Model the Way

Kouzes and Posner assert that exemplary leadership begins with character. After surveying people on six continents, a clear consensus of admired characteristics emerged. The most admired leaders are honest, forward-looking, inspiring, and competent. The following chart highlights the percentage of people from their 2007 survey that identified each of these top four characteristics.

First and foremost, people want to follow leaders who are honest and authentic (Hannah, Walumbwa, & Fry, 2011). The most effective leaders establish credibility through high ethical character. Honesty, authenticity, and integrity foster trust and provide the foundation upon which effective leadership is established. Leaders who speak the truth and do what they say they are going to do engender loyalty in their followers. With that foundation in place, a leader can become a role model and example to others.

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Table 4.2 What People Want to See in Their Leaders

Admired Characteristic	Percentage of Respondents
Honest	89
Forward-looking	71
Inspiring	69
Competent	68

SOURCE: Adapted from Kouzes and Posner (2007)

From the first contact, team members are observing leaders to assess their character and to determine whether or not their behavior matches their words. When a leader is modeling the way, they not only verbalize their core values, they demonstrate them as well. The first step in becoming an effective leader is to identify, develop, and live consistently with one's core values. The following questions can help clarify one's personal and professional values:

- What are my core values?
- When am I at my best and my worst?
- What are the most important things to me?
- What do I want for my life?
- What do I think about my team?
- What do I believe about our task?
- What do I believe about the larger organization?
- What do I think is the best way to work with others?

Values are most effectively demonstrated by aligning actions with words. That being so, if a leader wants the team to be passionate about a certain task, she or he must be visibly passionate about it. If a leader wants to create an open environment that questions the status quo, he or she must be open to critique and refrain from defensiveness when challenged. Obviously, leaders are expected to be able to articulate their core values when asked, but they must also live them out consistently in order to establish credibility.

Inspire a Shared Vision

In order to inspire a shared vision, one must have a compelling goal for the future. As mentioned above, the most respected leaders are visionary, forward-looking individuals; they know where they are going. Visionaries live in the present but are looking to a better future. The more detailed and comprehensive the vision, the better.

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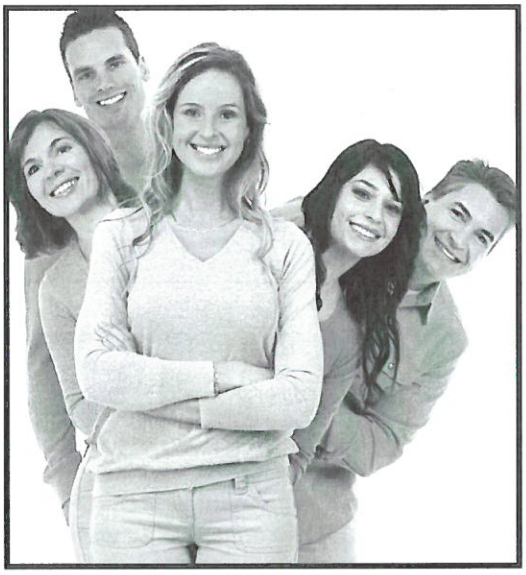

In addition to having a goal or vision for the future, effective leaders are able to enlist others to join him or her in the pursuit of that goal. In order to inspire others, one must be able to communicate a compelling picture that motivates people to action. For example, Martin Luther King Jr. was a master communicator who not only had a dream for a better future, but was also able to communicate that vision and motivate others to adopt it as well. His famous "I Have a Dream" speech not only engaged an entire generation but continues to inspire us today.

Inspiring others often means communicating the vision in a way that excites the passions of others. To do this, effective leaders tend to be excellent storytellers. They use anecdotes, illustrations, and colorful language to paint a vivid picture of what the team can accomplish if everyone gets on board. Furthermore, the best stories are able to align the shared goals of the team with the personal goals of its members. That way, when the team is successful, each member personally benefits as well.

Challenge the Process

Challenging the process begins with a critical assessment of what is not working within a team or organization. It requires tenacious honesty to evaluate current practices and make changes, where necessary. Change can be a threatening process for many. Identifying areas for improvement and making changes to short-term strategies or long-term goals is often met with resistance. Regardless, the best leaders regularly evaluate team structure and operating procedures to identify weaknesses and possible blind spots. They challenge their teams to settle for nothing less than the highest levels of excellence.

The most effective leaders are not satisfied with the status quo and constantly look for innovative ways to improve performance. When something has not worked as planned, they challenge team members to learn from the experience and make improvements. This model of continuous improvement helps teams find the most effective strategies to achieve their goals. As leaders model an attitude of accountability and challenge, norms will develop within the team, and members will adopt these characteristics as well. Instead of relying solely on the leader, effective teams are those in which all team members look for ways to improve individual and team performance.

Enable Others to Act

Enabling others to act includes the ability to foster collaboration and strengthen others. It first begins by establishing a collaborative environment that fosters trust and an open exchange of information. In order to be effective in this practice, leaders must embrace a humble and relational posture. They must be willing to admit mistakes, ask for feedback,

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and defer to the wisdom of the group. In addition, they need to take a genuine interest in others and attempt to get to know each member of the team on some level. Building rapport can often be established by making simple statements such as "How was your weekend?" or, "Is there anything I can do to help you on this task?" Team members can sense if a leader is genuinely interested in them and their success, so the attempts to connect interpersonally must be sincere. When there is an atmosphere of trust and mutual respect, members will be more interested in making a meaningful contribution to the team.

Enabling others to act also includes the ability to coach members and help them develop competence and confidence. Leaders often play the role of player-coach on a team. They are a contributing member of the team but also have responsibilities to help others develop their skills and abilities. Since they often have more experience and expertise than others on the team, they are a great source of wisdom. Coaching includes giving real-time feedback, instruction, and informal training on various tasks or skills. In addition, coaches hold team members accountable for their particular role on the team, which communicates the belief that the team member can successfully complete the task. When members show progress or demonstrate competence, exemplary leaders will then encourage the heart, as described in the next section.

Encourage the Heart

Finally, Kouzes and Posner suggest that effective leaders recognize individual performance while at the same time creating an environment that celebrates collective effort. When a team member has made a significant contribution, that person should be recognized for his or her efforts. To do so, leaders can adopt a philosophy of looking for reasons to applaud team members instead of trying to catch them doing something wrong. As the old adage goes, "You can catch more flies with honey than with vinegar." This practice, however, can be overused. While some members need encouragement in order to stay motivated, others do not. It is up to the leader to determine the needs of each team member. But even if a member is not particularly responsive to public recognition, the leader is creating a positive, encouraging atmosphere and reinforcing the norms and expectations for ideal member behavior.

High-performing teams work hard to reach their goals and celebrate their victories with equal verve. Leaders who have pushed their teams to strive for success are quick to reward their teams for their effort. Various awards such as trophies, trips, cash bonuses, or other perks can be used to recognize excellence. When teams have faced adversity and overcome obstacles to achieve a goal, they develop a strong bond. Those experiences should be reflected upon and celebrated. For example, the 1980 U.S. hockey team overcame great odds to win a gold medal at Lake Placid, New York. Imagine the thrill and team pride shared by the players as they stood *together* on a platform in front of thousands of people as the "Star Spangled Banner" was playing. The blood, sweat, and tears that it took to get to the champion circle were swallowed up by the thrill of victory in that one moment.

FIVE BASES OF POWER

In his book *Power: A New Social Analysis*, the famous philosopher Bertrand Russell (1938) suggests that "the fundamental concept in social science is power, in the same way that energy is the fundamental concept in physics." Power is the capacity to influence one's environment and the people within it. But where does power come from? There are times when power is

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inherent in a position or job title. Other times, it is not the title, but a particular quality or circumstance that allows the individual increased influence and power within a social setting or organization. This section will explore French and Raven's (1959) five bases of power including reward, coercive, legitimate, expert, and referent power within a team setting.

Reward power is established when a member of a team possesses sufficient means to reward other members for positive behaviors. Rewards can take many forms, from verbal encouragement to financial compensation. If the reward is perceived as valuable and the request is reasonably attainable, individuals will comply. The drawback to this type of transaction is that member behavior may only be sustained as long as the rewards are offered. In other words, the work and ultimate purpose of the group may not be fully internalized by members (Pink, 2009). Furthermore, if rewards are promised but not delivered, resentment and distrust may follow and can compromise motivation for future tasks.

Coercive power stems from the power to punish others. The power holder has the capacity to issue negative consequences when requests are not followed or rules are broken. The degree of the consequence may range from the mild (sending a bad review to the member's superior) to the extreme (eliminating a member from the team). Individuals with this type of power can threaten, constrain, block, or interfere with others, and thus use fear to control their behavior.

Legitimate power is associated with the implied power of certain roles in a group or organization. For example, team leaders might be given a certain amount of authority over their group. Members obey the requests of the group's authority figures out of a sense of duty, loyalty, or moral obligation. While leaders can command compliance due to their position, those who provide the reasons for their requests enhance member commitment.

Expert power is awarded to members who are perceived as having knowledge that is particularly useful to the group. One of the earliest pioneers of management theory, Peter Drucker, speculated more than 30 years ago that modern employees would need to be "knowledge workers" (Davenport, 2005). The strongest assets these workers bring to teams and organizations are their knowledge, intellect, and ability to solve complex problems. Their expertise in various subject matters helps teams critique ideas and make better decisions.

Referent power is a source of power that is established by those who are charismatic and well-liked by others. They may not have the best ideas or suggestions, but they garner a lot of support because they are so likeable. Members want to please them and gain their approval, rendering them quite influential over individual members, in particular, and the group process, in general.

Some sources of power are more valuable in particular contexts than others. Naturally, groups tend to value those sources that are most applicable to their identity and purpose. For example, Krause and Kearney (2006) conducted research on power bases in hospitals, schools, orchestras, and corporations. They found that the use of legitimate and expert power were most prominent in hospitals and orchestras; this is not surprising, since those organizations value achievement and expertise. Status and power are embedded in titles such as "doctor" or "conductor." In contrast, coercive, reward, and legitimate power were strongly operational in schools. Teachers regulate school performance by distributing grades (reward power) or punishment (coercive power). Teachers and principals are granted respect in most cases because of the legitimacy of those roles. Lastly, in corporations, referent and expert power were most highly valued. Their organizational success depends on

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how well people work together and the amount of knowledge those individuals bring to the team. This research shows that the importance of power bases across contexts depends on their value to that particular set of circumstances (Schriesheim & Neider, 2006).

Group members respond differently to different sources of power. Coercive power can generate resistance or reluctant compliance, whereas reward or legitimate power often results in a more positive response. However, it is referent and expert power that engender true commitment (Yukl & Falbe, 1991). When members are voluntarily enlisted through rational persuasion rather than force, and inspirational appeals rather than positional power, they are far more likely to be committed to the task.

Not surprisingly, people with multiple sources of power have an even greater capacity to influence the behavior of others. For example, after successfully overseeing the merger of Compaq Computer and Hewlett-Packard, Michael Capellas joined MCI/WorldCom in December 2002 as president and CEO. Despite its position as the world's largest telecommunications company at the time, MCI/WorldCom was embroiled in an accounting scandal and forced into bankruptcy. Using his impressive business acumen, Capellas brought the company out of bankruptcy in early 2004 and successfully negotiated its sale to Verizon Business a year later. His possession of the five bases of power clearly contributed to his success. He had the power to reward competent and highly motivated employees and remove those who were less than stellar. In addition, his position at the top of the organizational chart garnered respect and obedience. But Capellas was more than a typical high-level executive who understood balance sheets and reporting structures; he was an expert in the field of information technology and an avid reader of information about technology development and future trends. He knew his stuff. Furthermore, he was likeable and very relational. He inspired hundreds of thousands of discouraged MCI employees to commit to a vision that would turn the company around and reassert its global presence. By most accounts, he was completely successful.

INFLUENCE STRATEGIES

While leaders have access to different power bases within a group, they also have choices as to how they will exercise that power. **Influence tactics** are the means by which people influence the attitudes and behavior of others. The choice of which tactic to use is based upon available resources (i.e., the power bases one possesses), the willingness to invoke a power base (based upon personal values, social norms, and possible costs associated with each tactic), and the resistance one expects from the target (Bruins, 1999; Kipnis, 1976).

Yukl and associates originally identified nine influence tactics (Yukl & Falbe, 1990, 1991; Yukl, Kim, & Falbe, 1996; Yukl & Tracey, 1992), and their most recent research has identified two additional tactics (Yukl, Chavez, & Seifert, 2005). Most of the methods can be used by either leaders or members and, thus, fit well within a self-managed team environment. The following table describes each of the 11 tactics.

Not all influence tactics produce the same results. According to Yukl and Tracey (1992), three core tactics (rational persuasion, inspirational appeals, and consultation) were found to be the most effective at gaining task commitment and were strongly related to successful leadership as evaluated by their superiors. Committed members, as opposed to merely compliant members, understand the value of the requests being made; thus, they tend to

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Table 4.3 Eleven Primary Influence Tactics

Influence Tactic	Definition
Rational persuasion	The person uses logical arguments and factual evidence to persuade others that a certain position is the best course of action.
Inspirational appeal	The person makes a request or proposal that arouses enthusiasm by appealing to values, ideals, and aspirations.
Consultation	The person seeks others' participation in planning a strategy, activity, or change and is willing to modify a proposal based upon their concerns and suggestions.
Ingratiation	The person seeks to get others in a good mood or to think favorably of him or her before making a request.
Exchange	The person offers an exchange of favors, indicates willingness to reciprocate at a later time, or promises a share of the benefits if help is given.
Personal appeal	The person appeals to feelings of loyalty and friendship.
Coalition	The person garners the aid and support of others before making a request for someone to do something.
Legitimating	The person seeks to establish the legitimacy of a request by claiming the authority or right to make it or by verifying that it is consistent with existing policies, rules, practices, or traditions.
Pressure	The person uses demands, threats, or persistent reminders to influence the attitudes or behavior of others.
Collaboration	The person offers to provide relevant resources or assistance if others will carry out a request or approve a proposed change.
Apprising	The person explains how others will benefit by complying with the request.

SOURCE: Adapted from Yukl, Chavez, & Seifert, 2005

carry out their tasks with enthusiasm, initiative, and persistence. The most ineffective influence tactics identified in the study were pressure, coalition, and legitimating (Yukl & Tracey, 1992). While these strategies may elicit compliance, overuse can produce resistance. Furthermore, compliance only guarantees that members carry out their duties, not that they exhibit any more than minimal to average effort.

In another study, Falbe and Yukl (1992) asked 95 managers and nonmanagerial professionals in a variety of private companies and public agencies to evaluate their reaction to 504 influence attempts made upon them. Each attempt was categorized as one of the nine original influence tactics and associated with a resulting response of resistance, compliance, or commitment. The following table describes the results.

Hard tactics such as legitimating, coalition, and pressure often produce resistance and rarely engender commitment. Leaders will have significantly better long-term outcomes if they use softer tactics such as consultation, inspirational appeals, or ingratiation

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Table 4.4 Effectiveness of Various Influence Tactics

	Outcomes		
Influence Tactics	Resistance	Compliance	Commitment
Inspirational appeal	0%	10%	90%
Consultation	18	27	55
Personal appeal	25	33	42
Exchange	24	41	35
Ingratiation	41	28	31
Rational persuasion	47	30	23
Legitimating	44	56	0
Coalition	53	44	3
Pressure	56	41	3

SOURCE: Adapted from Falbe and Yukl (1992).

(Falbe & Yukl, 1992). Feedback and skills training can help team leaders develop influence tactics that are most effective. Seifert, Yukl, and McDonald (2003) found that multisource feedback and the use of a feedback facilitator can help leaders and managers become more aware of their own strategies and develop more effective ways to motivate subordinates and peers.

PERSUADING OTHERS

This section describes specific things a team leader or influential member can do to ensure that his or her voice is not only heard, but heeded. We've already talked about the importance of voicing one's opinions and positions in group settings, but how do you make sure that those opinions are given the consideration they deserve by the rest of the group? Conger's (1998) research identifies four components of successful persuasion: (a) establishing credibility, (b) finding common ground, (c) providing evidence, and (d) making an emotional connection. The best and most persuasive arguments include all four components.

Establish Credibility

In order to be persuasive, group members must have credibility and respect from their peers. The ideas of a low-status or marginally committed member are not likely to be heard, even if they are brilliant. It takes some measure of status and personal power to be taken seriously. According to Conger (1998), credibility comes from intellectual competence, interpersonal competence, and personal character.

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Intellectual competence is demonstrated every time a member makes a significant contribution to the group. When a competent member speaks, others believe that what is being said is worth listening to because ideas from that member have been credible in the past. In short, competence is a characteristic that engenders trust and is established when members have proven themselves to have sound judgment and valuable knowledge.

Credibility is also enhanced when a member has **interpersonal competence** and quality relationships with others. The ability to work collaboratively with others will go a long way toward building relational trust. When members are seen as "team players," they are appreciated by the group. This type of credibility is acquired when members are perceived as likeable, agreeable, and enjoyable to work with.

Finally, members are highly valued when they demonstrate honesty, consistency, and reliability—**personal character**. Honesty and fairness are admirable characteristics that earn the respect of others. Furthermore, those who consistently follow through on their commitments are highly regarded as well. Meeting deadlines with high-quality work is a sure way to win over colleagues. Another characteristic that is admired on teams is work ethic. If a person is willing to work hard and shows commitment to team success over personal gain, he or she has earned the right to be heard.

Find Common Ground

In addition to having credibility, effective persuasion requires the ability to frame suggestions in terms of their benefit to the whole group. Unfortunately, when people are overly attached to a certain perspective or position, they lose sight of the group's interests. Discussions can become personal and competitive, and members can feel compelled to win at all costs. A potential power struggle ensues with members going on the attack and attempting to pressure others to agree with them. It is not uncommon for these negative patterns of interaction to emerge when others refuse to comply. To avoid this from happening, members should keep in mind that the best arguments are tied to the ultimate goals and success of the group.

According to Conger (1998), an understanding of the audience is a prerequisite for finding common ground. The most effective persuaders are students of human nature who seek to understand the concerns and interests of others before advocating their own agenda. They are active listeners who collect data through conversations and meetings. This allows them to construct arguments that emphasize issues of mutual concert and mutual benefit.

Finding common ground also allows for compromise and collaboration. Those who wish to influence the group will be more successful if they stay open to the concerns and perspectives of others and are willing to adapt and modify their own position. When met with resistance, these individuals listen, paraphrase, and ask probing questions to better understand the issues of concern. Influence tactics such as consultation, collaboration, and apprising can be effective in identifying shared benefits and building a common framework from which to work.

Provide Evidence

As the name suggests, data-based decision making is a practice in which groups make decisions and create plans based upon careful calculations of the best data available to them.

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Setting measurable goals and correctly analyzing problems help groups uncover the necessary data that can guide their efforts. Solid numerical data provide the reasoning and justification for group decisions and direction.

Before putting forth an argument, a member should anticipate the question: "What evidence do you have for your position?" Argyris (1994) describes this process as coming down the ladder of inference because members provide the data and reasoning upon which a decision, conclusion, or argument was based. When a person has already established credibility, providing strong empirical data that support a certain perspective makes for a compelling argument.

Knowledge is a source of power, and sharing it empowers the rest of the group. This principle is the basis for using trend data, which, while not perfect, give approximate projections of what is likely to occur in the future. For example, if a marketing team responsible for selling nutrition bars is trying to create a marketing plan for the next five years, it will use data from the previous five years, along with information on current market conditions, to project sales and create a strategic plan.

While numbers and data are important, they do not tell the whole story. Statistics and graphs are most effective when they are presented with vivid language and concrete examples. Stories can be powerful tools that bring numbers to life and persuade others to arrive at certain conclusions. Analogies, anecdotes, and metaphors can also be used to make data more concrete, interesting, and tangible. Instead of making an argument based solely upon past performance and current market trends, a customer testimonial describing how his or her quality of life improved after buying the company's product may provide the emotional dynamic that rounds out a strong case for more aggressive growth. Consider Subway, the fast-food sandwich giant whose marketing team designed an entire campaign around "Jared," a man who lost over 200 pounds in one year by eating nothing but Subway food. The ad campaign not only included data in terms of the number of pounds that Jared lost, but it also tied the numbers to his own life story.

Connect Emotionally

While rational arguments can foster agreement, establishing an emotional connection is often needed to ensure commitment. Inspirational appeal is the most effective tactic for generating commitment because it engages people on an emotional level. When it is done effectively, people rarely resist. In a study conducted by Falbe and Yukl (1992), inspirational appeals resulted in commitment 90% of the time and compliance 10% of the time, and they never generated outright resistance. Connecting emotionally requires that members demonstrate their own emotional commitment and passion for the position they are advocating. In addition, they must be able to accurately read the emotions of their audience to know whether or not the listeners are receiving the message enthusiastically.

With credibility, common ground, strong data, and relevant examples, members can persuasively advocate their position. But they must be convinced of the legitimacy of their own ideas, or their efforts will be in vain. People can see through a polished argument devoid of passion. If group members cannot tell that the member behind the delivery is thoroughly convinced, they, too, will likely be unconvinced. Yet too much emotion might create the impression that a person has lost objectivity or is too invested in a certain decision. Thus,

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members who wish to influence others should demonstrate an appropriate amount of conviction to champion a given position by taking into consideration the comfort level of the audience. Each group environment will dictate the optimal level of emotional expression.

Conger (1998) warns against underestimating the importance of being able to assess the emotional state of the audience. Presenters must be able to judge whether they are being well received or even understood. This can be achieved by observing nonverbal messages and reading between the lines of questions and comments. In spite of the stated importance of rationality in organizational settings, emotions play a strong role. Thus, those who are effective at persuading can judge the emotional reactions of others and adjust their comments accordingly.

Influential members who are effective at persuading colleagues establish credibility, find common ground, provide compelling evidence for their position, and connect emotionally with the group. If members want to be active and influential in their groups, they can utilize these methods to increase their effect on group decision making.

CONDUCTING EFFECTIVE MEETINGS

Meetings are a critical component of group work; most of the important work of teams takes place in a forum where members communicate with one another face to face or through some computer-mediated space (Kauffeld & Lehmann-Willenbrock, 2012; Scott, Shanock, & Rogelberg, 2012). Unfortunately, many people experience the typical meeting as inefficient and even unpleasant (O'Neill & Allen, 2012). In his book *Death by Meeting,* Patrick Lencioni (2004) reports that the most common complaint about meetings is that they are both ineffective and boring. Although meetings are the lifeblood of teamwork, they can be quite frustrating, especially as teams grow in size. Hence the dictum that the larger the team, the greater the potential for inefficiencies and process losses. In order to combat these shortcomings, Whetten and Cameron (2007) have identified several strategies that teams can implement to make meetings more effective, which we discuss below.

1. *Purpose:* The reason for holding a meeting should be explicitly clear. Meetings are generally called in order to share information, build commitment to a project, provide information, give or receive feedback, and/or problem-solve.

2. *Participants:* It is important to pay attention to the number of people in attendance. Meetings of more than 10 people should be used to report information as opposed to being an open discussion of ideas. Also, group composition is an important consideration: How similar are members in terms of backgrounds, personalities, knowledge, and the like? Are they competitive, or do they prefer cooperation? Are they task or process oriented? These are important questions to ask. For example, discussion may be difficult in a large group of people. And groups that are not very diverse may not be able to generate a wide variety of creative perspectives and solutions to a particular problem.

3. *Planning:* Setting the agenda is a key task for the meeting facilitator. The agenda should be distributed to attendees prior to the meeting, and should inform participants of

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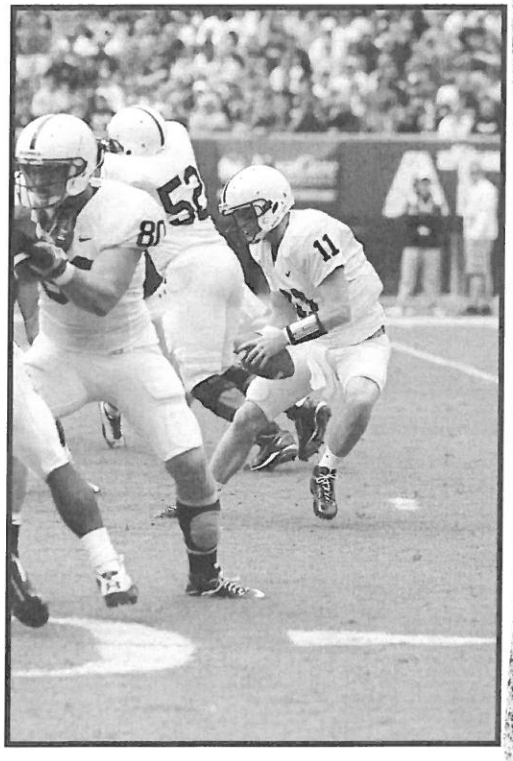
what to expect, any contributions they are required to make, and the duration of the meeting. Agenda items should be written with action verbs like "approve minutes," rather than "minutes," and organized into three phases: old business, new business, and closing thoughts. Then the group needs to stick to the agenda and begin and end on time.

4. *Participation:* After paying careful attention to ensure that the right people are present, it makes sense to focus on their participation. Begin meetings with introductions so that all members begin to feel comfortable with one another. Leaders can encourage participation through various communication strategies such as asking open-ended questions, making eye contact, paraphrasing comments, linking comments together, and summarizing discussions.

5. *Perspective:* Perspective involves analyzing the meeting in hindsight. Leaders who regularly reflect on the quality of their meetings not only improve their own skills, but also improve the overall productivity of the team. In the same way, it is often helpful to get the perspective of the participants as well. Direct questioning and the use of anonymous surveys are both effective ways to collect feedback on what went well and what changes should be made in the future.

LEADERSHIP IN ACTION



The five practices of exemplary leaders can make anyone a better leader. We just need to look for opportunities to serve as a positive role model, inspire a shared vision, productively challenge the process, enable others to act, and encourage the hearts of teammates. These practices, though, will require a certain amount of reflectiveness. Leaders in training must be willing to step back from team experiences and think critically about their own role, the variables at play, and the fine and nuanced dance between them and their team. Strong leaders are not only aware of their own perceptions, but are also inquisitive and responsive to other people's perceptions and needs. So much of leadership is about managing information, personalities, and perceptions. To do this well, leaders need to be constantly observing their own behavior and that of their teammates.

These five practices are not necessarily performed in order. Rather, they are a dynamic list of tools that can be employed any time a situation warrants them. The more they are used, the more effective they become. At first, it may feel strange

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to try to "inspire" colleagues, but those skills will develop over time and with practice. A good starting place is to lead by example by showing up early, arriving prepared, staying engaged, and bringing a positive and encouraging attitude to team meetings. Then, as credibility increases, emerging leaders can add in such practices as offering productive challenges and enabling others to act by giving feedback and suggestions for improvement.

The key to developing leadership skills is to be intentional about it. After every team experience, leaders should reflect (think critically) on what happened, what worked well, and what the leader might have done differently to improve the outcome. Essentially, these five practices need to be exercised on a regular basis so they become internalized and part of one's identity. Leaders in training should model the positive and productive habits they wish to see within their teams. They should encourage team members who demonstrate positive behaviors and challenge those who don't. They should hold their team accountable to the highest standards of excellence and create a culture in which team members challenge one another to work harder. Developing these skills requires a significant amount of trial and error. New practices will be far from perfect at first, but over time they will pay rich dividends. Successful leadership development requires courage, discipline, self-reflection, and intentionality.

KEY TERMS

Self-managed work teams 69
Situational leadership 72
Directing style of leadership 73
Coaching style of leadership 73
Supporting style of leadership 73
Delegating style of leadership 73
Influence tactics 81
Intellectual competence 84
Interpersonal competence 84
Personal character 84

DISCUSSION QUESTIONS

1. Over the last century, the dynamic between managers and workers has changed. Describe those changes and discuss how those changes have affected teams.
2. Describe French and Raven's five bases of power and give an example of each.
3. Describe the three influence tactics you think are most effective for team leaders.
4. Describe the four leadership styles within the situational leadership model. Give examples of each.
5. Discuss the difference between transactional leadership and transformational leadership. What are the outcomes of each?
6. What are the five practices of effective leaders? Name and describe each.
7. How do most effective leaders establish credibility?
8. What are the four components of successful persuasion? Create a hypothetical case study in which a team leader is trying to get members to be more committed to the team.