

PART III



Achieving Group Goals



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Group Leadership

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WHAT IS LEADERSHIP?

All groups need leadership. Without leadership, a group may be nothing more than a collection of individuals, lacking the coordination and motivation to achieve a common goal. Quite simply, “there are no successful groups without leaders. . . . Leaders lead because groups demand it and rely on leaders to satisfy needs.”¹

A leader and leadership are not the same thing. **Leadership** is the ability to make strategic decisions and use communication effectively to mobilize group members toward achieving a common goal. *Leader* is the title given to a person; *leadership* refers to the actions that a leader takes to help group members achieve shared goals. Even groups without official leaders may rely on several members to perform leadership functions.

Another way to understand the nature of leadership is to contrast it with the functions of management. Whereas managers concentrate on getting an assigned job done, leaders focus on the ultimate direction and goal of the group. Note how the employee in the following situation describes the difference between a manager and a leader:

Lee is the manager of our department, so he’s technically our leader. He always follows procedures and meets deadlines for paperwork, so I guess he’s a good manager. But we don’t get much guidance from him. I think that managing tasks and real leadership of people are somehow different. Allison supervises the other department. She seems to inspire her workers. They’re more innovative, and they work closely with one another. We do our job, but they seem to be on a mission. I’ve always thought that working for Allison would be more rewarding and enjoyable.



LEADERSHIP AND POWER

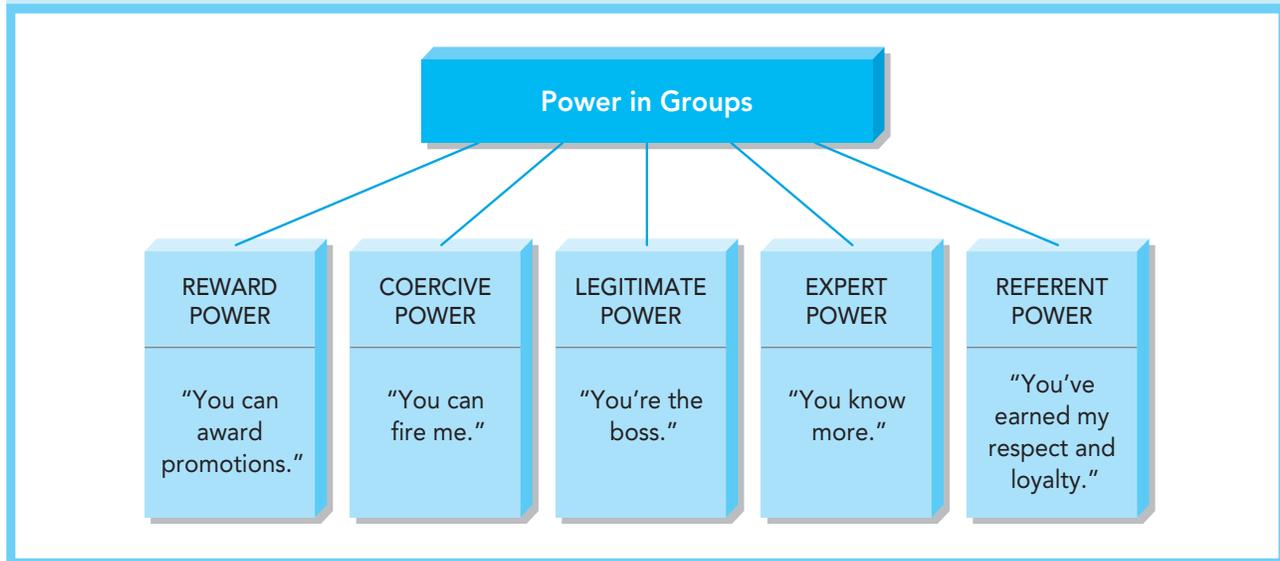
It is impossible to understand effective leadership without understanding the importance of power. Leadership experts Warren Bennis and Bruce Nanus claim that power is “the quality without which leaders cannot lead.”² In the hands of a just and wise leader, power is a positive force; in the hands of an unjust and foolish leader, power can be corrupting and destructive.

Power is the ability or authority to influence and motivate others. In their analysis of power in groups, John French and Bertram Raven classify power into five categories: reward power, coercive power, legitimate power, expert power, and referent power.

Reward Power

Reward power derives from a leader’s authority to give group members something that they value. Whether the reward is a cash bonus, a promotion, or a convenient

FIGURE 8.1 Power in Groups



work schedule, its effectiveness depends on whether group members value the reward. Some leaders may think that they have power because they control group rewards, only to discover that those rewards have little value for members. Employees may not want a promotion if the new job is less appealing than their current job. Only when the reward is worthwhile will group members respond to a leader who uses this kind of power.

Coercive Power

If the carrot approach doesn't work, a leader may resort to using a stick: **coercive power**. Another way to describe coercive power is to call it punishment power. When leaders can discipline, demote, or dismiss group members, they have coercive power. In the extreme, highly coercive leaders can range from the "abusive tyrant, who bawls out and humiliates people, to the manipulative sociopath. Such leaders have an emotional impact a bit like the 'dementors' in the Harry Potter series, who 'drain peace, hope, and happiness out of the air around them.' At their worst, leaders who rely on coercive power have no idea how destructive they are—or they simply don't care."³

In *Leadership*, authors Michael Hackman and Craig Johnson contend that "coercion is most effective when those subject to this form of power are aware of expectations and are warned in advance about the penalties for failure to comply. Leaders using coercive power must consistently carry out threatened punishments."⁴ A skillful leader uses coercive power sparingly, and only when all other means of influence have failed.

Legitimate Power

Legitimate power resides in a job, position, or assignment rather than in a person. For example, elected officials have the power to vote on the public's behalf;

As the Secretary of State, what types of leadership power might Dr. Condoleezza Rice possess?
(© Bob Daemrich/Photo Edit)



committee chairpersons are authorized to take control of their assigned tasks; supervisors have authority over their workers. The word *legitimate* means “lawful” or “proper.” Most people believe that it is lawful and proper for a judge to make decisions and keep order in a courtroom. Group leaders may call meetings, assign tasks, and evaluate members as part of their legitimate duties.

Expert Power

Expert power is assigned to someone who has demonstrated a particular skill or special knowledge. Just as we may accept the advice of a doctor when we’re ill or that of an auto mechanic when our car has broken down on the highway, we are more likely to grant power to an expert. However, if the advice of a supposed expert proves incorrect, his or her power will fade and may even disappear. A leader can rely on expert power only if the group recognizes the leader as a well-informed and reliable authority.

Referent Power

Referent power is role model power—the ability to influence that arises when one person admires another.⁵ Referent power is the personal power or influence held by people who are liked, admired, and respected. When certain members demonstrate that they are effective communicators, talented organizers, skilled problem solvers, and good listeners, we are more likely to be influenced by them. We often feel honored to work with someone who has strong referent power. Referent or personal power is influential because it is recognized and conferred by the group rather than by an outside source.

In most groups, a leader employs several kinds of power, depending on the needs of the group and the situation. Some leaders may have the power to reward and coerce as well as having legitimate, expert, and referent power. In other groups, a leader may depend entirely on one type of power to get a group to work cooperatively toward a goal. The more power a leader has, the more carefully the use of that power must be balanced with the needs of the group. If you exert too

ETHICAL GROUPS



Leadership Integrity

In his book on leadership, Andrew DuBrin makes the case that ethical leaders do “the *right* thing as perceived by a consensus of *reasonable* people.”¹ Doing the right thing requires honesty, trustworthiness, and integrity. Leaders with integrity honor their commitments and their promises. They practice what they preach, regardless of emotional or social pressure. For example, if a good friend in your group asks to chair a committee, and you’ve promised the position to someone with better skills, you should keep your promise even if it upsets your friend.²

Unethical leadership has enormous consequences, regardless of whether it affects a small study group or a global corporation. Unethical behavior has bankrupted companies, led to thousands of layoffs, and exposed the unrestrained spending of self-centered corporate executives. Executives such as Kenneth Lay (Enron), Bernard Ebbers (WorldCom), and Dennis Kozlowski (Tyco) exemplify unethical leadership that harmed thousands of trusting employees and investors.³

The Center for Business Ethics at Bentley College poses six questions to help you decide whether your leadership behaviors are ethical or unethical:⁴

- *Is it right?* Do you conform to universally accepted guiding principles of rightness and wrongness, such as “thou shalt not steal”?

- *Is it fair?* Would you overlook a competent person in order to promote a less competent relative or friend?
- *Who gets hurt?* Do you try to do the greatest good for the greatest number of people?
- *Would you be comfortable if the details of your decisions or actions were made public in the media or through email?*
- *What would you tell your child or a young relative to do?*
- *How does it smell?* If a reasonable person with good common sense were to look at your decision or action, would it “smell” suspicious or bad to that person? Would it seem wrong?

Leadership can become an ego trip—or, even worse, a power trip. Bennis and Goldsmith describe leadership as a three-legged stool—ambition, competence, and integrity—that must remain in balance if the leader is to be a constructive force rather than a destructive force, interested only in achieving her or his own goals.⁵

¹ Andrew J. DuBrin, *Leadership: Research Findings, Practice, and Skills*, 4th ed. (New York: Houghton Mifflin, 2004), p. 168.

² DuBrin, p. 168.

³ DuBrin, pp. 175–176.

⁴ Kris Maher, “Wanted: Ethical Employer,” *Wall Street Journal*, July 9, 2002, p. B1, as quoted in DuBrin, pp. 172–173.

⁵ Warren Bennis and Joan Goldsmith, *Learning to Lead: A Workbook on Becoming a Leader*, Updated Edition (Cambridge, MA: Perseus, 1997), p. 3.

much power, your group may lose its energy and enthusiasm. If you don't exert enough power, your group may flounder and fail.

BECOMING A LEADER

Anyone can become a leader. Abraham Lincoln and Harry S. Truman rose from humble beginnings and hardship to become U.S. presidents. Corporate executives have worked their way up from the sales force and the secretarial pool to become chief executive officers. Condoleezza Rice, the great-grandchild of slaves, was born in segregated Birmingham, Alabama, and became U.S. secretary of state and one of the most powerful women in U.S. history. Yet, as inspiring as such examples may be, the leaders you encounter on an everyday basis are not necessarily the hardest workers or the smartest employees. The path to a leadership position can be as easy as being in the right place at the right time or being the only person willing to take on a difficult job. Becoming the leader of a group primarily occurs in one of two ways: being chosen to lead or naturally emerging as leader of the group.

Designated Leaders

Designated leaders are selected by group members or by an outside authority. You may be hired for a job that gives you authority over others. You may be promoted or elected to a leadership position. You may be assigned to chair a special work team or subcommittee. In all these cases, the selection of the leader depends on an election or an appointment.

Sometimes, less-than-deserving people are appointed or elected to powerful positions. Electing a compromise candidate and appointing a politically connected group member as a leader are common practices, and neither is any guarantee of leadership ability. Is it possible, then, for a designated leader to be an effective leader? Of course it is, particularly when a leader's abilities match the needs of the group and its goal.

Designated leaders face unique challenges. When a newly appointed leader enters a well-established group, there can be a long and difficult period of adjustment for everyone. One student described this difficult process as follows:

For five summers, I worked as a counselor at a county day camp for underprivileged children. Harry was our boss, and all of us liked him. We worked hard for Harry because we knew he'd look the other way if we showed up late or left early on a Friday. As long as the kids were safe and supervised, he didn't bother us. But when Harry was promoted into management at the county government office, we got Frank. The first few weeks were awful. Frank would dock us if we were late. No one could leave early. He demanded that we come up with more activities for the kids. Weekend pool parties were banned. He even made us attend a counselors' meeting every morning, rather than once every couple of weeks. But, in the end, most of us had to

admit that Frank was a better director. The camp did more for the kids, and that was the point.

Both Harry and Frank were leaders with legitimate power. What made them different was the various kinds of power available to them. Because Harry had earned the admiration and respect of the staff, he could rely on referent power. Frank, however, had to use coercive power to establish order and authority.

When a leader is elected or appointed from within a group, the problems can be as difficult as those faced by a leader from outside the group. If the person who once worked next to you becomes your boss, the adjustment can be problematic. Here is the way a business executive described how difficult it was when she was promoted to vice president:

When I was promoted, I became responsible for making decisions that affected my colleagues, many of whom were close friends. I was given the authority to approve projects, recommend salary increases, and grant promotions. Colleagues who had always been open and honest with me were more cautious and careful about what they said. I had to deny requests from people I cared about, while approving requests from colleagues with whom I often disagreed. Even though I was the same person, I was treated differently, and, as a result, I behaved differently.

Being plucked from a group in order to lead it can present problems because it changes the nature of your relationship with the other members of the group.

TOOLBOX 8.1



The Challenges of Young Leadership

In 2005, Casey Durdiness, a 20-year-old college sophomore, was elected mayor of California, Pennsylvania.¹ How and why this happened is an interesting story. Here, however, we focus on the leadership challenges that Mr. Durdiness faces as the youngest-ever mayor of a college town with a population of 5,200 people.

When asked why he was elected, Durdiness said that what he lacked in experience, he would make up for in confidence: “I think I have the personality that is needed to be an effective leader.” Although some of his friends joked that he would order police officers to stop arresting students for alcohol violations, he says that his peers should not expect any leniency. “It puts me in a tough position . . . but I have to uphold the

laws of the borough whether or not it conflicts with the party schedules of students.”²

Mr. Durdiness faces challenges inherent in the leadership–followership dialectic:

Like all public officials, Mr. Durdiness knows he must find the proper balance between giving people what they want and doing what he thinks is right. If he takes too firm a stand on any issue, he could be perceived as immature. If he is too quick to concede to others, he could be viewed as easy to manipulate.³

¹ Elizabeth F. Farrell, “Meet the Mayor,” *Chronicle of Higher Education*, December 2, 2005, p. A33.

² Farrell, p. A34.

³ Farrell, p. A34.

Even though the members know you well, you still must earn their trust and respect as a leader. Here are three suggestions:

- Involve the group in decision making as much as possible.
- Discuss ground rules for interactions with friends while assuring them of your continued friendship.
- Openly and honestly address leadership concerns with group members and seek their suggestions for resolving potential problems.⁶

Emergent Leaders

Very often, the most effective leadership occurs when a leader emerges from a group rather than being promoted, elected, or appointed. The leaders of many political, religious, and neighborhood organizations emerge. **Emergent leaders** gradually achieve leadership by interacting with group members and contributing to the achievement of the group's goal. Leaders who emerge from within a group have significant advantages. They do not have to spend time learning about the group, its goals, and its norms. In addition, leaders who emerge from within a group have some assurance that the group wants them to be its leader rather than having to accept their leadership because an election or an outside authority says it must. Such leaders usually have referent or expert power—significant factors in mobilizing members toward the group's goal.

Strategies for Becoming a Leader

Although there is no foolproof method, there are strategies that can improve your chances of emerging or being designated as a group's leader. The following strategies require a balanced approach that takes advantage of opportunities without abusing the privilege of leadership:

- Talk early and often (and listen).
- Know more (and share it).
- Offer your opinion (and welcome disagreement).

Talk Early and Often (and Listen). Of all the strategies that can help you attain the position of group leader, the most reliable is related to when and how much you talk. The person who speaks first and most often is more likely to emerge as the group's leader.⁷ The number of contributions is even more important than the quality of those contributions.

The quality of your contributions becomes more significant after you become a leader. The link between participation and leadership “is the most consistent finding in small group leadership research. Participation demonstrates both your motivation to lead and your commitment to the group.”⁸ Although talking early

and often does not guarantee you a leadership position, failure to talk will keep you from being considered as a leader. But don't overdo it. If you talk too much, members may think that you are not interested in or willing to listen to their contributions. While it is important to talk, it is just as important to demonstrate your willingness and ability to listen to group members.

Know More (and Share It). Leaders often emerge or are appointed because they are seen as experts—people who know more about an important topic. Even if a potential leader is simply able to explain ideas and information more clearly than other group members, he or she may be perceived as knowing more.

Groups need well-informed leaders, but they do not need know-it-alls. Know-it-alls see their own comments as most important; leaders value everyone's contributions. Knowing more than other members may require hours of advance preparation. Members who want to become leaders understand that they must demonstrate their expertise without intimidating other group members.

Offer Your Opinion (and Welcome Disagreement). When groups are having difficulty making decisions or solving problems, they appreciate someone who can offer good ideas and informed opinions. People often emerge as leaders when they help a group out of some difficulty. Offering ideas and opinions, however, is not the same as having those ideas accepted. Criticizing the ideas and opinions of others runs the risk of causing resentment and defensiveness. Bullying your way into a leadership position can backfire. If you are unwilling to compromise or to listen to alternatives, the group may be unwilling to follow you. Effective leaders welcome constructive disagreement and discourage hostile confrontations. "They do not suppress conflict, they rise and face it."⁹

Implications. The strategies that are useful for *becoming* a leader are not necessarily the strategies that are needed for successful leadership. Jim Collins, author of *Good to Great*, conducted a study of successful companies in which he identified a special type of leader—someone who can take a good company and make it great. He concludes that "great" leaders are self-effacing, quiet, reserved, even shy . . . a paradoxical blend of personal humility and professional will—more like an Abraham Lincoln than a Julius Caesar. They are ambitious for their company or organization, not for themselves.¹⁰ The most successful leaders "channel their ego needs away from themselves and into the larger goal of building a great company."¹¹

Although you may have to talk a lot, demonstrate superior knowledge, and assert your personal opinions in order to *become* a leader, you may find that the dialectic opposites—listening rather than talking, relying on the knowledge of others, and seeking a wide range of opinions—are equally necessary to *succeed* as a leader.

LEADERSHIP THEORIES

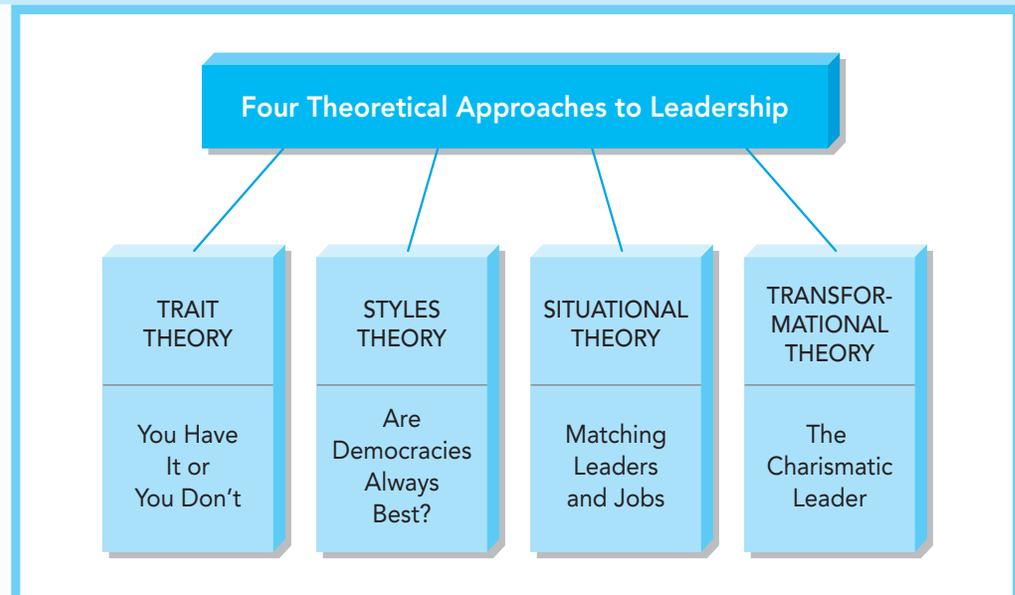
In their book *Leadership*, Warren Bennis and Bruce Nanus point out that “no clear and unequivocal understanding exists as to what distinguishes leaders from non-leaders, and perhaps more important, what distinguishes effective leaders from ineffective leaders.”¹² Despite such inconclusive results, there is a lot to be learned from the many theories of leadership. Here we examine four theoretical approaches to leadership. These theories are not independent of or necessarily in conflict with one another. Rather, they are closely connected and build upon the ideas of their predecessors.¹³

Trait Theory

The trait theory is often called the “Great Man” theory. It is based on a concept that many people now believe is a myth—that leaders are born, not made. **Trait theory** identifies and prescribes individual characteristics and behaviors needed for effective leadership.

Think of the leaders you most admire. What traits do they have? In his book *Leadership*, Andrew DuBrin identifies several personality traits that contribute to successful leadership: self-confidence, humility, trustworthiness, high tolerance of frustration, warmth, humor, enthusiasm, extroversion, assertiveness, emotional stability, adaptability, farsightedness, and openness to new experiences.¹⁴ However, just because you have most of these traits does not mean that you will be a great leader. Personality traits alone are not enough to guarantee effective leadership. For example, if you lack expertise or knowledge about the group task,

FIGURE 8.2 Leadership Theories



basic intelligence, and the necessary technical or work skills, personality traits will not be enough to enable you to lead a group successfully.

Although most of us would gladly follow a leader with the qualities described by DuBrin, there are many effective leaders who possess only a few of these traits. Harriet Tubman, an illiterate runaway slave, did little talking but led hundreds of people from bondage in the South to freedom in the North. Bill Gates, an introverted computer geek, became the richest man on earth as head of Microsoft, a company that all but dictates how we use personal computers.

According to proponents of the Myers-Briggs Type Indicator®, the personality measure that we discuss in Chapter 3, there is a set of traits that characterize “life’s natural leaders.” These “extroverted thinkers” (the ENTJ type) use reasoning ability to control and direct those around them.¹⁵ They are usually enthusiastic, decisive, confident, organized, logical, and argumentative. They love to lead and can be excellent communicators. However, although they often assume or win leadership positions, extroverted thinkers may not necessarily be effective leaders because they may intimidate or overpower others. They may be insensitive to the personal feelings and needs of group members. Although many extroverted thinkers become leaders, they may need a less intense, more balanced approach in order to be effective leaders.

Styles Theory

As a way of expanding the trait approach to the study of leadership, researchers reexamined the traits they had identified. Rather than looking for individual leadership traits, they developed the **styles theory** of leadership—a collection of specific behaviors or styles that could be identified and *learned*. Actors work in different styles—tough or gentle, comic or tragic. Even sports teams differ in style; the South American soccer teams are known for their speed and grace, the European teams for their technical skill and aggressiveness. Different styles are attributed to leaders, too. Early attempts to describe different leadership styles yielded three categories: autocratic, democratic, and laissez-faire.¹⁶

Autocratic Leaders. An *autocrat* is a person who has a great deal of power and authority, someone who maintains strict control over a group. The **autocratic leader** tries to control the direction and outcome of a discussion, makes many

FIGURE 8.3 The Leadership Style Continuum



of the group's decisions, gives orders, expects followers to obey orders, focuses on achieving the group's task, and takes responsibility for the results. Autocrats often use reward and coercive power to control others.

If you have a tendency to interrupt and criticize group members, to regard your way as always being the best way, or to exclude members from the decision-making process, you may be more of an autocratic than a democratic leader. There are costs to using the autocratic approach. By exerting too much control, autocratic leaders may lower group morale and sacrifice long-term productivity. Many autocratic leaders defend their actions by arguing that the group can't get the job done without the strict control of the leader.

Dr. Sandy Faber, a world-renowned astronomer, wrote about her experience as the leader of a group of six astronomers who developed a new theory about the expansion of the universe. An unfortunate back injury made her take a new look at her leadership style:

My usual style would have been to take center stage . . . and control the process. My back problem was at its worst . . . and instead I found myself lying flat on a portable cot in Donald's office. It is very hard to lead a group of people from a prone position. My energies were at a low ebb anyway. I found it very comfortable to lie back and avoid taking central responsibility.

It was the best thing that could have happened to us. The resultant power vacuum allowed each of us to quietly find our own best way to contribute. This lesson has stood me in good stead since. I now think that in small groups of able and motivated individuals, giving orders or setting up a well-defined hierarchy may generate more friction than it is designed to cure. If a good spirit of teamwork prevails, team leadership can be quite diffuse.¹⁷

Although many people assume that democratic leadership is always best, there are circumstances in which an autocratic style may be more effective. During a serious crisis, there may not be enough time to discuss issues or consider the wishes of all members. Think of Mayor Rudolph Giuliani's leadership immediately after the September 11 attacks in New York City. Up until that day, he had been criticized as being an autocratic bully. After September 11, he was a hero. In an emergency, a group may want its leader to take command and control of the situation.

Democratic Leaders. A **democratic leader** promotes the interests of group members and practices social equality. This type of leader shares decision making with the group, helps the group plan a course of action, focuses on the group's morale as well as on the task, and gives the entire group credit for success. Democratic leaders work to develop referent and expert power in order to motivate members and enhance group productivity. They know how to promote collaboration, manage conflict, influence others, and listen effectively.

If you have a tendency to ask open and general questions of the group as a whole, encourage participation from all members regardless of their status, and

avoid dominating the group with your own opinion, you may be a democratic leader. Here, too, there are costs. Democratic leaders may sacrifice productivity by avoiding direct leadership. Many democratic leaders defend this approach by arguing that, no matter what the circumstances, the only way to make a good decision is to involve all group members. However, if they fail to take charge in a crisis or to curb a discussion when final decisions are needed, democratic leaders may be perceived as weak or indecisive by their followers.

In groups with democratic leadership, members are often more satisfied with the group experience, more loyal to the leader, and more productive in the long run. Whereas members often fear or distrust an autocratic leader, they usually enjoy working with a democratic leader. Not surprisingly, groups led by democratic leaders exhibit lower levels of stress and conflict along with higher levels of innovation and creative problem solving.¹⁸

Laissez-Faire Leaders. *Laissez-faire* is a French phrase that means “to let people do as they choose.” A **laissez-faire leader** lets the group take charge of all decisions and actions. In mature and highly productive groups, a laissez-faire leader may be a perfect match for the group. Such a laid-back leadership style can generate a climate in which open communication is encouraged and rewarded. Unfortunately, there are laissez-faire leaders who do little or nothing to help a group when it needs decisive leadership. Laissez-faire leaders may have legitimate power, but they hesitate or fail to exert any influence on group members and

TOOLBOX 8.2



Leadership by All

According to **functional leadership theory**, any capable group member can assume leadership functions when necessary. The functional approach focuses on what a leader *does* rather than on who a leader *is*. Even more significant, the functional approach does not assume that leadership is the sole responsibility of the leader. Instead, it assumes that anyone in a group can and should help the group achieve its goal. Leadership is a job, not a person.

Although a functional approach can shift leadership responsibilities to anyone who is capable of performing them, this does not mean that leadership is unnecessary. Just the opposite may be true. If one participant is better at motivating members,

while another member excels at keeping the group on track, the group may be better off with each member assuming the leadership functions that he or she is better at than if it relies on a single person to assume all responsibilities. Rather than relying on a leader's natural traits, styles, or motivation, the functional approach concentrates on what a leader says and does in a group situation.¹

¹ For more on functional leadership theory, see Michael Z. Hackman and Craig E. Johnson, *Leadership: A Communication Perspective*, 4th ed. (Long Grove, IL: Waveland Press, 2004), pp. 79–83; Andrea B. Hollingshead et al., “A Look at Groups From the Functional Perspective,” in *Theories of Small Groups: Interdisciplinary Perspectives*, ed. Marshall Scott Poole and Andrea B. Hollingshead (Thousand Oaks, CA: Sage, 2005), pp. 21–62.

groupwork. Whether because of lack of leadership skill or lack of interest, laissez-faire leaders avoid taking charge or taking the time to prepare for complex and lengthy discussions.

Situational Theory

The situational approach assumes that leaders are made, not born, and that nearly everyone can be an effective leader under the right circumstances. Moreover, **situational theory** explains how leaders can become more effective once they have carefully analyzed themselves, their group, and the circumstances in which they must lead. One of the most influential theories of situational leadership was developed by the researcher Fred Fiedler.

Fiedler's **Contingency Model of Leadership Effectiveness** is based on his study of hundreds of groups in numerous work settings.¹⁹ The contingency model of situational leadership suggests that effective leadership occurs only when there is an ideal match between the leader's style and the group's work situation.

Leadership Style. Fiedler characterizes leaders as being either task-motivated or relationship-motivated. **Task-motivated leaders** want to get the job done; they gain satisfaction from completing a task, even if the cost is bad feelings between the leader and the group members. Task-motivated leaders may be criticized for ignoring group morale. Sometimes task-motivated leaders take on the jobs of other group members because they're not satisfied with the quality or quantity of the work done by others.

Relationship-motivated leaders gain satisfaction from working well with other people, even if the cost is neglecting or failing to complete a task. Relationship-motivated leaders may be criticized for paying too much attention to how members feel and for tolerating disruptive members; they may appear inefficient and weak. Sometimes relationship-motivated leaders take on the jobs of other group members because they can't bring themselves to ask their colleagues to do more.

The Leadership Situation. Once you have determined your leadership style, the next step is to analyze the way in which your style matches the group's situation. According to Fiedler, there are three important dimensions to every situation: leader-member relationships, task structure, and power.

Fiedler claims that the most important factor in analyzing a situation is understanding the relationship between the leader and the group. Because **leader-member relations** can be positive, neutral, or negative, they can affect the way a leader goes about mobilizing a group toward its goal. Are group members friendly and loyal to the leader and the rest of the group? Are they cooperative and supportive? Do they accept or resist the leader?

The second factor is rating the structure of the task. **Task structure** can range from disorganized and chaotic to highly organized and rule-driven. Are the goals

and the task clear? Is there an accepted procedure or set of steps for achieving the goal? Are there well-established standards for measuring success?

The third situational factor is the amount of power and control that the leader has. Is the source of that power an outside authority, or has the leader earned it from the group? What differences would the use of reward, coercive, legitimate, expert, and/or referent power have on the group?

Matching the Leader and the Situation. Fiedler's research suggests that there are ideal matches between leadership style and the group situation. As depicted in Figure 8.4, task-motivated leaders perform best in extremes—such as when the situation is highly controlled or when it is almost out of control. These leaders shine when there are good leader–member relationships, a clear task, and a lot of power. They also do well in stressful leadership jobs where there may be poor leader–member relationships, an unclear and unstructured task, and little control or power. Task-motivated leaders do well in extreme situations because their primary motivation is to take charge and get the job done.

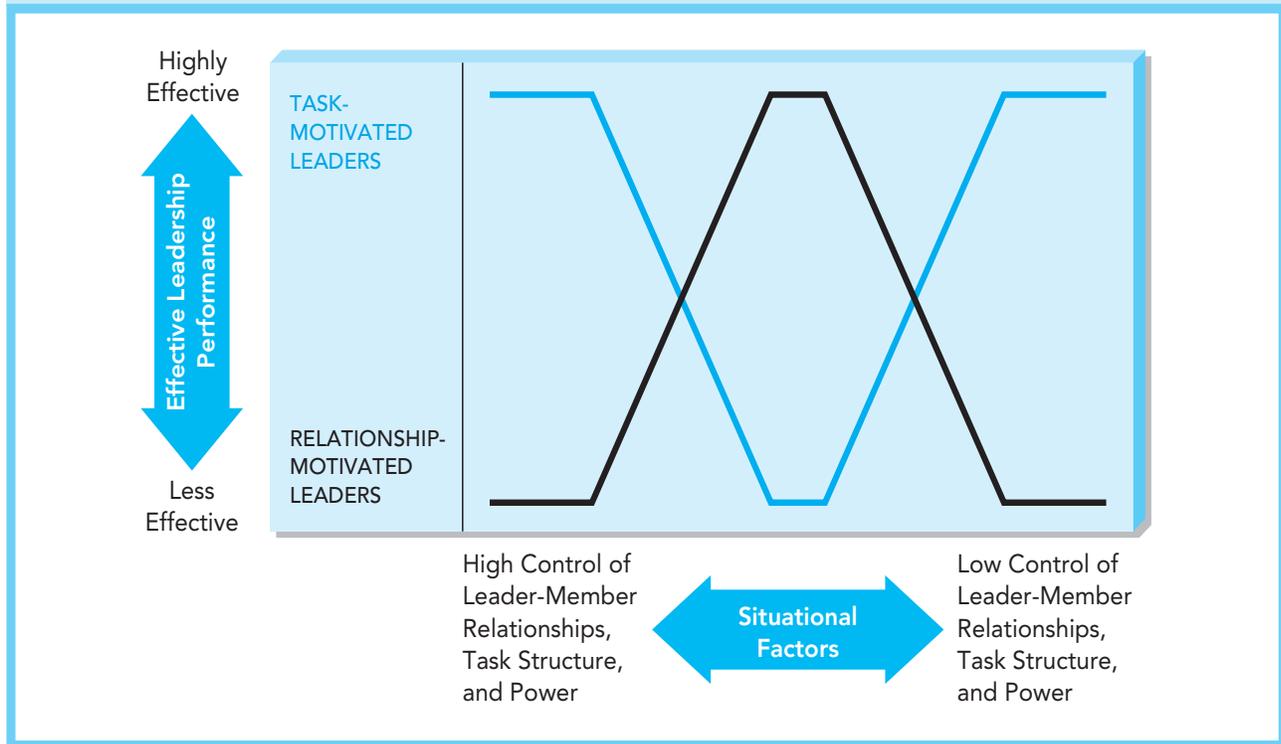
Relationship-motivated leaders are most effective when there is a mix of conditions. They may have a structured task but an uncooperative group of followers. Rather than taking charge and getting the job done at all costs, the relationship-motivated leader uses diplomacy and works with group members to improve leader–member relationships. If there are good leader–member relationships but an unstructured task, the relationship-motivated leader may rely on the resources of the group to develop a plan of action. Whereas a task-motivated leader might find these situations frustrating, a relationship-motivated leader will be quite comfortable.

Implications of Situational Theory. According to the situational approach, once you know your leadership style and have analyzed the situation in which you must lead, you can begin to predict how successful you will be as a leader. If you are a task-motivated leader, you should feel confident if you are asked to take on either a highly structured or a highly unstructured task. If carrying out the group's task is your major concern and motivation, you should feel confident if you are asked to lead a group that is unable and unwilling to pursue its goal.

Relationship-motivated leaders have different factors to consider. If there is a moderate degree of structure, a relationship-motivated leader may be more successful. If people issues are your major concern, you should feel confident if you are asked to lead a group that is able but somewhat unwilling to complete its task.

You cannot always choose when and where you will lead. You may find yourself assigned or elected to a leadership situation that does not match your leadership style. In such a case, rather than trying to change your leadership style, you may find it easier to change the situation in which you are leading. For example, if leader–member relationships are poor, you may decide that your first task is to gain the group's trust and support. You can schedule time to listen to members' problems or take nonmeeting time to get to know key individuals in the group.

FIGURE 8.4 Contingency Model of Leader Effectiveness



If your task is highly unstructured, you can exert your leadership by providing structure or by dividing the task into smaller, easier-to-achieve subunits. On the other hand, you may find yourself in a leadership situation where the task is so highly structured that there is almost no need for leadership. The group knows exactly what to do. Rather than allowing the group to become bored, ask for or introduce new and less structured tasks to challenge the group.

Finally, you may be able to modify the amount of power you have. If you are reluctant to use coercive power, or if you don't have enough legitimate power, you can earn referent power by demonstrating your leadership ability. If you have a great deal of power and run the risk of intimidating group members, you may want to delegate some of your duties and power.

Transformational Theory

In the late 1970s, researchers took a more sophisticated look at a special set of leadership traits. What qualities, they asked, are common to those leaders who change the world in which they live—leaders such as Abraham Lincoln, Martin Luther King Jr., Mohandas Gandhi, and the “giants” of corporate industry? The result of this investigation was the development of **transformational leadership theory**, which looks at what leaders accomplish rather than at their personal characteristics or their relationship with group members. Transformational leaders do exactly what the word *transform* implies—they bring about major, positive changes by moving group members beyond their self-interests for the good of

TOOLBOX 8.3



Decide When to Tell, Sell, Participate, or Delegate

Paul Hersey and Kenneth H. Blanchard's Situational Leadership Model explains how to match leadership style to the readiness of group members. **Member readiness** is the extent to which group members are willing (confident, committed, and motivated) and able (knowledgeable, expert, and skilled).

As a group's readiness increases, leaders should rely more on relationship behaviors and less on task behavior. Here is a summary of guidelines for leaders based on the Hersey-Blanchard model of situational leadership:¹

Situation 1. Low Readiness—the Telling Stage. When followers are unable, unwilling, or insecure, the leader should emphasize task-oriented behavior while being very directive and even autocratic. The leader *tells* the group what to do and closely supervises the work.

Situation 2. Moderate Readiness—the Selling Stage. When group members are unable but willing

or confident, the leader should focus on being more relationship-oriented. The leader *sells* by explaining the rationale for decisions and providing opportunities for member input.

Situation 3. Moderate to High Readiness—the Participating Stage. When group members are able but unwilling or insecure, the leader should provide a high degree of relationship-oriented behavior. The leader *participates* by sharing ideas, facilitating decision making, and motivating members.

Situation 4. High Readiness—the Delegating Stage. When group members are able as well as being willing and confident, they are self-sufficient and competent. The leader *delegates* by granting group members independence and trust.

¹ Paul Hersey and Ken Blanchard, *Management of Organizational Behavior: Utilizing Human Resources*, 6th ed. (Upper Saddle River, NJ: Prentice Hall, 1992).

the group and its goal.²⁰ Transformational leaders inspire members “to become highly committed to the leader’s mission, to make significant personal sacrifices in the interests of the mission, and to perform above and beyond the call of duty.”²¹

Attributes of Transformational Leaders. Transformational leaders are doers—they convert goals into action. With a clear and compelling goal, trust and openness among group members, confidence, optimism, and purposeful action, a leader can transform a group into a remarkable and productive team of colleagues.²² A review of transformational leadership research reveals six attributes that transformational leaders often possess.²³

- *Charismatic.* They present a combination of agreeableness and extroversion while earning the respect, confidence, and loyalty of group members.
- *Visionary.* They communicate a set of values that guide and motivate group members and help members go beyond their individual self-interests to look at the “big picture” and how their work contributes to a worthy and inspiring goal.

- *Supportive.* They encourage the personal development of members, provide clear directions and focus, and help members fulfill their personal and professional needs.
- *Empowering.* They involve members in decision making and help members focus on a quest for self-fulfillment, rather than on minor satisfactions.
- *Innovative.* They encourage innovation and creativity, and help members understand the need for change, both emotionally and intellectually.
- *Modeling.* They provide a model of member effectiveness and build a climate of mutual trust between the leader and group members.

The Nature of Charisma. Many researchers identify charisma as the most important quality of a transformational leader. *Charisma* is a Greek word meaning “divinely inspired gift.” *The American Heritage Dictionary of the English Language* defines charisma as “a rare personal quality attributed to leaders who arouse fervent popular devotion and enthusiasm” as well as “personal magnetism or charm.”²⁴ Andrew DuBrin, author of *Leadership*, calls attention to a unifying theme in the many definitions of charisma: “Charisma is a positive and compelling quality of a person that makes many others want to be led by him or her.”²⁵

Charismatic leaders develop referent and expert power (rather than relying on reward, coercive, and legitimate power) and strive to inspire and engage members in the work needed to achieve the group’s goal.

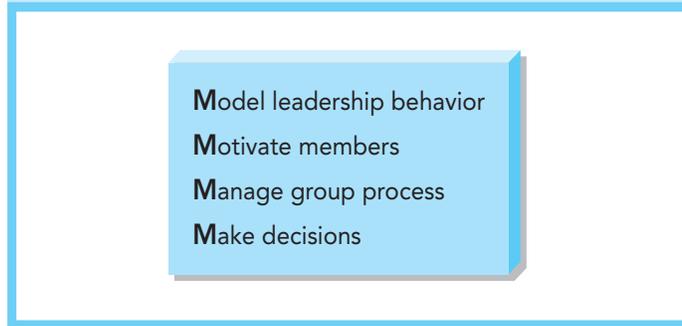
- *Referent power and charisma.* Based on a leader’s desirable traits and characteristics: shared beliefs with the leader, affection for the leader, seeing the leader as a role model.
- *Expert power and charisma.* Based on a leader’s special knowledge, skills, and abilities: group members trust the leader’s expertise and advice, and unquestionably accept and obey the leader.
- *Job involvement and charisma.* Based on a leader’s ability to enhance members’ involvement in their work: emotional involvement; heightened, inspiring goals; and perceived ability to contribute.²⁶



THE 4M MODEL OF LEADERSHIP EFFECTIVENESS

Given the millions of words about leadership that have been published by scholars, management gurus, and popular press writers, you may have difficulty sorting out the “do’s and don’ts” of effective leadership. To help you understand and balance the contributions made by these many differing approaches, we offer an integrated model of leadership effectiveness that emphasizes specific communication strategies and skills.

FIGURE 8.5 The 4M Model of Leadership Effectiveness



The **4M Model of Leadership Effectiveness** divides leadership tasks into four interdependent leadership functions: (1) **model** leadership behavior, (2) **motivate** members, (3) **manage** the group process, and (4) **make** decisions. These strategies incorporate the features of several theories and provide a set of behaviors characteristic of effective leadership.²⁷

Model Leadership Behavior

All of us have expectations about what an ideal leader should say and do. Model leaders project an image of confidence, competence, trustworthiness, and optimism while relying on referent or role model power to influence others. Leadership expert Martin Chemers refers to this function as *image management* and notes that when “image management is particularly successful, the leader may be described as charismatic.”²⁸ Yet no matter how much you may *want* to be seen as a model leader, only your followers can grant you that honor. We recommend the following strategies for modeling effective leadership:

1. Publicly champion your group and its goals.
2. Speak and listen effectively and confidently.
3. Behave consistently and assertively.
4. Demonstrate competence and trustworthiness.
5. Study and improve your own leadership skills.

Motivate Members

Chapter 11, “Goal Setting and Motivation in Groups,” emphasizes the importance of enhancing individual and group motivation. Motivating others is also a critical skill for leaders. Effective leaders guide, develop, support, defend, and inspire group members. They develop relationships that “match the personal needs and expectations of followers.”²⁹ Five leadership skills are central to motivating members:

1. Secure members’ commitment to the group’s shared goal.
2. Appropriately reward the group and its members.
3. Help solve interpersonal problems and conflicts.
4. Adapt tasks and assignments to members’ abilities and expectations.
5. Provide constructive and timely feedback to members.

Manage Group Process

From the perspective of group survival, managing group process may be the most important function of leadership.³⁰ If a group is disorganized, lacks sufficient information to solve problems, or is unable to make important decisions when they are called for, the group cannot be effective. Five leadership skills can enhance this important function:

1. Be well organized and fully prepared for group meetings and work sessions.
2. Understand and adapt to members' strengths and weaknesses.
3. Help solve task-related and procedural problems.
4. Monitor and intervene to improve group performance.
5. Secure resources and remove roadblocks to group effectiveness.

Make Decisions

A leader's willingness and ability to make appropriate, timely, and responsible decisions characterizes effective leadership. Too often we hear disgruntled group members talk about their leader's inability to make critical decisions. A high school teacher described this fatal leadership flaw as follows:

Everyone agrees that our principal is a "nice guy" who wants everyone to like him. He doesn't want to "rock the boat" or "make waves." As a result, he doesn't make decisions or take decisive action when it's most needed. He listens patiently to a request or to both sides of a dispute, but that's all he does. Our school comes to a standstill because he won't "bite the bullet." The teachers have lost respect for him, students and their parents know that they'll get what they want if they yell loudly enough or long enough, and the superintendent has to intervene to fix the mess that results.

When you assume or are appointed to a leadership role, you must accept the fact that some of your decisions may be unpopular, and some may even turn out to be wrong. But you still have to make them. In *The New Why Teams Don't Work*, Harvey Robbins and Michael Finley contend that it's often better for a group leader to make a bad decision than to make no decision at all, "For if you are seen as chronically indecisive, people won't let you lead them."³¹ The following five leadership strategies can help you determine when and how to intervene and make a decision.

1. Make sure that everyone has and shares the information needed to make a quality decision.
2. If appropriate, discuss your pending decision and solicit feedback from members.
3. Listen to members' opinions, arguments, and suggestions.
4. Explain the rationale for the decision you intend to make.
5. Make your decision and communicate it to everyone.

GROUPTECH



Leadership in Virtual Groups

Leadership is both pervasive and necessary in successful virtual groups. But, according to Jessica Lipnack and Jeffrey Stamps, authors of *Virtual Groups*, “although virtual teams may have single leaders, multiple leaders are the norm rather than the exception.”¹ Why? Consider some of the added responsibilities required of someone who organizes and leads a virtual group—be it a simple teleconference, an email discussion, or an intercontinental videoconference.

Long before the actual meeting, someone must set up the unique logistics for a virtual get-together. When participants live in different cities or time zones, arranging a meeting is much more difficult than calling a regular staff meeting in a conference room down the hall. In order to make sure that members are fully prepared for a virtual meeting, a detailed agenda must be prepared and sent to all members well in advance. In addition, someone must make sure that the technology required for the conference is up and running when it’s needed. Finally, someone must lead a discussion in which participants may neither see nor hear one another in real time. Effective virtual groups manage these added tasks by sharing leadership roles rather than by assuming that one superhuman leader can handle all of these complex challenges.

The 4M Model of Leadership Effectiveness also applies to the unique responsibilities of a virtual group leader. When virtual groups first “meet,” they often depend on a leader to model appropriate behavior. The leader must demonstrate

effective participant behavior for other virtual group members. Motivating a virtual group can be more difficult than motivating participants in a face-to-face discussion. Unmotivated members may ignore messages or respond infrequently. When this happens, a group is vulnerable to miscommunication, poor quality of work, missed deadlines, lack of cohesion, inefficiencies, and disaffected team members. Virtual groups also need leadership that reflects a compelling vision, adaptability to the challenges of virtual communication, trust in members, and the positive energy to keep the group engaged and productive.

A virtual group leader also has additional managerial duties. Resources to train group members in the use of specialized software may be needed. A leader may have to set guidelines for how and when the virtual group will do its work. Finally, making decisions in a virtual group can be difficult when group members are not communicating in real time. In virtual groups, the leader may be responsible for determining when the virtual group will “meet,” the rules of interaction, and the criteria for group decision making.

By sharing leadership functions, members of virtual groups have the opportunity to become a highly cohesive and democratic team of coworkers, all of whom embrace the challenge of leading and working in groups to achieve a worthy goal.

¹ Jessica Lipnack and Jeffrey Stamps, *Virtual Teams*, 2nd ed. (New York: Wiley, 2000), p. 177.



DIVERSITY AND LEADERSHIP

For most of the twentieth century, leadership studies concentrated on the traits, styles, and functions of white male leaders. However, the global economy and the increasing diversity of the U.S. population have made a white-males-only

leadership perspective a thing of the past. Today, successful organizations and groups must understand, respect, and adapt to diversity if they hope to tap the potential of their members. At the same time, female and culturally diverse leaders must understand that, even under the best of circumstances, negative stereotypes can still hamper their ability to lead.

Gender and Leadership

In the early studies of leadership, there was an unwritten but additional prerequisite for becoming a leader: Be a man. Even today, despite the achievements of exceptional women leaders, some people still question the ability of women to serve in leadership positions. These doubts are based on long-held prejudices rather than on valid evidence.

In a summary of the research on leadership and gender, Susan Shimanoff and Mercilee Jenkins conclude that “women are still less likely to be preselected as leaders, and the same leadership behavior is often evaluated more positively when attributed to a male than a female.”³² In other words, even when women talk early and often, are well prepared and always present at meetings, and offer valuable ideas, a man who has done the same things is more likely to emerge as leader. After examining the research on gender and leadership, Rodney Napier and Matti Gershenfeld conclude that “even though male and female leaders may act the same, there is a tendency for women to be perceived more negatively or to have to act differently to gain leadership.”³³

Deborah Tannen describes the difficulties that women have in leadership positions.³⁴ If their behavior is similar to that of male leaders, they are perceived as unfeminine. If they act “like a lady,” they are viewed as weak or ineffective. One professional woman described this dilemma as follows:

I was thrilled when my boss evaluated me as “articulate, hard-working, mature in her judgment, and a skillful diplomat.” What disturbed me were some of the evaluations from those I supervise or work with as colleagues. Although they had a lot of good things to say, a few of them described me as “pushy,” “brusque,” “impatient,” “has a disregard for social niceties,” and “hard-driving.” What am I supposed to do? My boss thinks I’m energetic and creative, while other people see the same behavior as pushy and aggressive.

The preference for male leaders may come down to a fear of or an unwillingness to adjust to different kinds of leaders. Because many people have worked in groups that were led by men, they may feel uncomfortable when the leadership shifts to a woman. Even though extensive research indicates that there are only slight differences between men and women leaders, stereotypical, negative expectations still persist. These expectations make it more difficult for women to gain, hold, and succeed in leadership positions.³⁵ Our best advice is that instead of asking whether a female leader is different from a male leader, it is more important to ask whether she is an effective leader.

Cultural Diversity and Leadership

The ways in which a leader models leadership behavior, motivates group members, manages group process, and makes decisions may not match the cultural dimensions of all group members. For example, if, as a leader, you model leadership behavior by strongly and publicly advocating group goals, you may upset members from high-context cultures who would be less direct about such matters. Your way of modeling leadership behavior may not reflect *their* view of a model leader. For example, people from Western cultures (the United States, Canada, and Europe) assume that group members are motivated by personal achievement and status. However, when group members' cultural backgrounds are more collectivist, the same motivational strategies may not work. A collectivist member may act out of loyalty to the leader and the group rather than for personal achievement or material gain.³⁶

Managing group process in a group composed of culturally diverse members can be difficult if, for example, you want to give the group the freedom to decide how to structure a task. Members from uncertainty-avoidance cultures will want more structure and instruction from a leader. If your leadership style is more feminine (nurturing, collaborative, caring), you may find yourself fighting a losing leadership battle with members who are more competitive, independent, and aggressive. Your feminine leadership style may be interpreted as weakness or indecision.

Finally, the decision-making style of a leader may not match that of a culturally diverse group. If members come from a low-power-distance culture, they will not welcome an authoritarian leader who takes control of all decision making.

Many individuals emerged as leaders to help in the aftermath of the Tsunami. What behaviors increase the likelihood that a member will emerge as a group's leader?
(© Julie Cumes/
The Image Works)



TOOLBOX 8.4



Two Classic and Conflicting Views of Leadership

Throughout history, cultures have developed contrasting viewpoints about the nature of effective leadership. *The Prince*, written by Italian political theorist Niccolò Machiavelli in 1531, is one of the earliest European writings on leadership. Machiavelli believes that leaders must be prepared to use craft, deceit, threat, treachery, and violence, with little or no concerns about morality. Machiavelli also warns rulers about the perils of integrity: “A certain Prince of our own days, whose name it is as well not to mention, is always preaching peace and good faith, although the mortal enemies of both; and both, had he practiced them as he preaches them, would, oftener than once, have lost him his kingdom and authority.”¹ Machiavelli and his ideal prince view the politics and realities of leadership as being divorced from ethical values.

Some contemporary leaders share this 500-year-old perspective. One survey of college presidents reports that many of them find Machiavelli’s advice highly useful and relevant.² Today, the term **Machiavellian** is used to describe someone whose thinking and behavior are characterized by the use of dishonorable and unethical means to achieve a personal goal.³

Whereas Machiavelli’s *The Prince* discusses the need for leaders to deceive their followers in order to retain power, Lao-tzu, a sixth century B.C. Chinese philosopher, advocates a selflessness and nondirective leadership in his famous *Tao Te Ching*, a classic of Eastern philosophy. Here is a well-known excerpt:

With the best of leaders,
When the work is done,
The project complete,
The people all say
“We did it ourselves.”⁴

In the *Tao of Leadership*, John Heider adapts the *Tao Te Ching* to modern leadership practices: “The wise leader . . . keeps egocentricity in check and by doing so becomes even more effective. Enlightened leadership is service, not selfishness. The leader grows more and lasts longer by placing the well-being of all above the well-being of self alone. Paradox: By being selfless, the leader enhances self.”⁵

Interestingly, many contemporary leadership books, articles, and experts advocate a similar leader-as-servant approach. As Robert K. Greenleaf writes, “Becoming a servant-leader begins with the natural feeling that one wants to serve, to serve first. . . . The best test [of a servant-leader] is this: Do those served grow as persons?”⁶

¹ Niccolò Machiavelli, *The Prince*, 1513, trans. Harvey C. Mansfield, rev. (Chicago, The University of Chicago Press, 1998), p. 71.

² Bernard M. Bass, “Concepts of Leadership: The Beginnings,” in *The Leader’s Companion: Insights on Leadership Through the Ages*, ed. J. Thomas Wren (New York: The Free Press, 1995), pp. 51–52.

³ Based on *The American Heritage Dictionary of the English Language*, 4th ed. (Boston: Houghton Mifflin, 2000), p. 1047.

⁴ Diane Dreher, trans., *The Tao of Personal Leadership* (New York: HarperBusiness, 1997), p. 1.

⁵ John Heider, *The Tao of Leadership* (Atlanta: Humanics Limited, 1985), p. 13.

⁶ Robert K. Greenleaf, “Essentials of Servant-Leadership,” in *Focus on Leadership: Servant-Leadership for the Twenty-First Century*, ed. Larry C. Spears and Michele Lawrence (New York: Wiley, 2002), pp. 23–24.

Conversely, a leader who prefers a more democratic approach to decision making may frustrate members who come from high-power-distance cultures, in which leaders make all the decisions with little input from group members.

Stereotypes about a leader from a different culture can diminish a group’s effectiveness. Unfortunately, we do not have a lot of research on leaders from American ethnic minorities (such as African Americans, Latino Americans, Asian Americans,

Native Americans, Jewish Americans, or Muslim Americans). The research that is available indicates that leaders from minority groups, like women leaders, do not differ significantly from dominant-culture leaders in behavior, performance, or satisfying member expectations. Nonetheless, negative stereotypes about leaders from minority groups are prevalent, and such individuals have more difficulty moving up the leadership ladder.³⁷

Culturally diverse groups and leaders from different cultures are here to stay. Effective leaders help group members work together, achieve their potential, and contribute to the group's shared goal. Balancing the needs of culturally diverse group members may be difficult, but the ability to do so is essential to providing effective leadership in the twenty-first century.

BALANCED LEADERSHIP

The leader performs the most difficult balancing act in a group. Much like a tightrope walker who juggles during a death-defying walk across open space, a group leader must juggle many dialectic interests and issues while propelling a group toward its goal. The leader must exert control without stifling creativity. The leader must balance the requirements of the task with the social needs of group members. The leader must resolve conflict without losing the motivation and energy that result from conflict and must encourage participation from quiet members without stifling the enthusiasm and contributions of active members.

Ronald Heifetz, director of leadership at Harvard's Kennedy School of Government, describes the dialectic tensions inherent in leadership as an adaptive challenge. The leader, he declares, must create a balance between the tensions required to motivate change and the need to avoid overwhelming followers.³⁸ Heifetz claims that effective leaders walk on a razor's edge on which they cut their feet in order to maintain balance.³⁹ We prefer a gentler metaphor: Effective adaptive leaders walk a tightrope between fostering interdependence and encouraging self-reliance, between unleashing conflict and building cohesion, between imposing structure and promoting spontaneity and creativity.

Effective leaders "are particularly adept at using their skills and insight to establish a balance between cooperative common action and the fulfillment of individual goals."⁴⁰ Achieving balanced leadership does *not* depend on developing a particular trait or style, but rather depends on your ability to analyze a situation and select leadership strategies that help mobilize a group to achieve its goal.

GROUPWORK

The Least-Preferred-Coworker Scale

Directions. All of us have worked better with some people than with others. Think of the one person in your life with whom you have worked least well, a person who might have caused you difficulty in doing a job or completing a task. This person may be someone with whom you have worked recently or someone you have known in the past. This coworker must be the single individual with whom you have had the most difficulty getting a job done, the person with whom you would least want to work.

On the scale below, describe this person by circling the number that best represents your perception of this person. There are no right or wrong answers. Do not omit any items, and circle a number for each item only once.

Pleasant	8	7	6	5	4	3	2	1	Unpleasant
Friendly	8	7	6	5	4	3	2	1	Unfriendly
Rejecting	1	2	3	4	5	6	7	8	Accepting
Tense	1	2	3	4	5	6	7	8	Relaxed
Distant	1	2	3	4	5	6	7	8	Close
Cold	1	2	3	4	5	6	7	8	Warm
Supportive	8	7	6	5	4	3	2	1	Hostile
Boring	1	2	3	4	5	6	7	8	Interesting
Quarrelsome	1	2	3	4	5	6	7	8	Harmonious
Gloomy	1	2	3	4	5	6	7	8	Cheerful
Open	8	7	6	5	4	3	2	1	Guarded
Backbiting	1	2	3	4	5	6	7	8	Loyal
Untrustworthy	1	2	3	4	5	6	7	8	Trustworthy
Considerate	8	7	6	5	4	3	2	1	Inconsiderate
Nasty	1	2	3	4	5	6	7	8	Nice
Agreeable	8	7	6	5	4	3	2	1	Disagreeable
Insincere	1	2	3	4	5	6	7	8	Sincere
Kind	8	7	6	5	4	3	2	1	Unkind

Scoring: Obtain your Least-Preferred-Coworker (LPC) score by adding up the numbers you circled on the scale. Your score should be between 18 and 144.

Relationship-Motivated Leader. If your score is 73 or above, you derive satisfaction from good relationships with group members. You are most successful

when a situation has just enough uncertainty to challenge you: moderate leader–member relationships, moderate task structure, and moderate power.

Task-Motivated Leader. If your score is 64 or below, you derive satisfaction from getting things done. You are most successful when a situation has clear guidelines or no guidelines at all: excellent or poor leader–member relationships, highly structured or unstructured tasks, and high or low power.

Relationship- and Task-Motivated Leader. If your score is between 65 and 72, you may be flexible enough to function in both leadership styles.

Source: Fred E. Fiedler and Martin M. Chemers, *Improving Leadership Effectiveness: The Leader Match Concept*, 2nd ed. (New York: Wiley, 1984), pp. 17–42.

GROUPASSESSMENT

Are You Ready to Lead?

Directions. Indicate the extent to which you agree with each of the following statements, using the following scale: (1) strongly disagree; (2) disagree; (3) neutral or undecided; (4) agree; (5) strongly agree.

Leadership Readiness Statements

- | | | | | | |
|---|---|---|---|---|---|
| 1. I enjoy having people count on me for ideas and suggestions. | 1 | 2 | 3 | 4 | 5 |
| 2. It would be accurate to say that I have inspired other people. | 1 | 2 | 3 | 4 | 5 |
| 3. It's a good practice to ask people provocative questions about their work. | 1 | 2 | 3 | 4 | 5 |
| 4. It's easy for me to compliment others. | 1 | 2 | 3 | 4 | 5 |
| 5. I like to cheer people up even when my own spirits are down. | 1 | 2 | 3 | 4 | 5 |
| 6. What my group accomplishes is more important than my personal glory. | 1 | 2 | 3 | 4 | 5 |
| 7. Many people imitate my ideas. | 1 | 2 | 3 | 4 | 5 |
| 8. Building team spirit is important to me. | 1 | 2 | 3 | 4 | 5 |
| 9. I would enjoy coaching other members of the group. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|--|---|---|---|---|---|
| 10. It is important to me to recognize others for their accomplishments. | 1 | 2 | 3 | 4 | 5 |
| 11. I would enjoy entertaining visitors to my group even if it interfered with my completing a report. | 1 | 2 | 3 | 4 | 5 |
| 12. It would be fun to represent my group at an outside gathering. | 1 | 2 | 3 | 4 | 5 |
| 13. The problems of my teammates are my problems. | 1 | 2 | 3 | 4 | 5 |
| 14. Resolving conflict is an activity that I enjoy. | 1 | 2 | 3 | 4 | 5 |
| 15. I would cooperate with another group with which my group works even if I disagreed with the position taken by its members. | 1 | 2 | 3 | 4 | 5 |
| 16. I am an idea generator on the job. | 1 | 2 | 3 | 4 | 5 |
| 17. It's fun for me to bargain whenever I have the opportunity. | 1 | 2 | 3 | 4 | 5 |
| 18. Group members listen to me when I speak. | 1 | 2 | 3 | 4 | 5 |
| 19. People have asked me to assume the leadership of an activity several times in my life. | 1 | 2 | 3 | 4 | 5 |
| 20. I've always been a convincing person. | 1 | 2 | 3 | 4 | 5 |

Scoring and Interpretation: Calculate your total score by adding the numbers circled. A tentative interpretation of the scoring is as follows:

- | | |
|------------|--|
| 90–100 | high readiness for the leadership role |
| 60–89 | moderate readiness for the leadership role |
| 40–59 | some uneasiness with the leadership role |
| 39 or less | low readiness for the leadership role |

If you are already a successful leader and you scored low on this questionnaire, ignore your score. If you scored surprisingly low and you are not yet a leader or are currently performing poorly as a leader, study the statements carefully. Consider changing your attitude or your behavior so that you can legitimately answer more of the statements with a 4 or a 5.

Source: Andrew J. DuBrin, *Leadership: Research Findings, Practice, and Skills* (New York: Houghton Mifflin, 2004), pp. 13–14. Note: A few words have been changed to keep the language consistent with the terminology in this textbook.

NOTES

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