

Summary of Yukl's Leadership

Petar Hariskov

1 First chapter

Overview and definition of leadership; introduction of course procedures

2 Second chapter

Trait and behavioral theories of leadership

3 Third chapter

Trait and behavioral theories of leadership

3.1 Ways for Describing Leadership Behavior

3.2 Major Types of Leadership Behavior

- Task Behaviors - is primarily concerned with accomplishing the task in an efficient and reliable way
 - Organize work activities to improve efficiency.
 - Plan short-term operations.
 - Assign work to groups or individuals.
 - Clarify what results are expected for a task.
 - Explain priorities for different task objectives.
 - Set specific goals and standards for task performance.
 - Explain rules, policies, and standard operating procedures.
 - Direct and coordinate work activities.
 - Monitor operations and performance.
 - Resolve immediate problems that would disrupt the work.
- Relations Behaviors - is primarily concerned with increasing mutual trust, cooperation, job satisfaction, and identification with the team or organization
 - Provide support and encouragement to someone with a difficult task.
 - Express confidence that a person or group can perform a difficult task.
 - Socialize with people to build relationships.
 - Recognize contributions and accomplishments.
 - Provide coaching and mentoring when appropriate.
 - Consult with people on decisions affecting them.
 - Empower people to determine the best way to do a task.
 - Keep people informed about actions affecting them.
 - Help resolve conflicts in a constructive way.
 - Use symbols, ceremonies, rituals, and stories to build team identity.
 - Encourage mutual trust and cooperation among members of the work unit.
 - Recruit competent new members for the team or organization.

- Change-oriented Behavior - behavior is primarily concerned with understanding the environment, finding innovative ways to adapt to it, and implementing major changes in strategies, products, or processes
 - Monitor the external environment to detect threats and opportunities.
 - Interpret events to explain the need for change.
 - Study competitors and outsiders to get ideas for improvements.
 - Envision exciting new possibilities for the organization.
 - Encourage people to view problems or opportunities in a different way.
 - Develop innovative new strategies linked to core competencies.
 - Encourage and facilitate innovation and entrepreneurship in the organization.
 - Encourage and facilitate collective learning in the team or organization.
 - Experiment with new approaches for achieving objectives.
 - Make symbolic changes that are consistent with a new vision or strategy.
 - Encourage and facilitate efforts to implement major change.
 - Announce and celebrate progress in implementing change.
- Participative Leadership - It involves a leader's use of decision procedures that allow other people such as subordinates to have some influence over decisions that will affect them
- Transformational Leadership
 - relations-oriented behaviors such as supporting and developing
 - change-oriented behaviors such as articulating an appealing vision and encouraging innovative thinking
- External Leadership Behaviors
 - Networking - building and maintaining favorable relationships with peers, superiors, and outsiders
 - Environmental scanning - collecting information about relevant events and changes in the external environment, identifying threats and opportunities for the leader's group or organization, and identifying best practices that can be imitated or adapted
 - Representing - lobbying for resources and assistance from superiors, promoting and defending the reputation of the leader's group or organization, negotiating agreements with peers and outsiders such as clients and suppliers, and using political tactics to influence decisions made by superiors or governmental agencies

3.3 Methods for Studying the Effects of Leader Behavior

- Critical Incident Study
- Diary Incident Study
- Field Experiments

3.4 Planning Work Activities

Short-term planning of work activities means deciding what to do, how to do it, who will do it, and when it will be done. The purpose of planning is to ensure efficient organization of the work unit, coordination of activities, and effective utilization of resources.

- Identify necessary action steps.
- Identify the optimal sequence of action steps.
- Estimate the time needed to carry out each action step.
- Determine starting times and deadlines for each action step.
- Estimate the cost of each action step.
- Determine who will be accountable for each action step.
- Develop procedures for monitoring progress.

3.5 Clarifying Roles and Objectives

Clarifying is the communication of plans, policies, and role expectations. Major subcategories of clarifying include (1) defining job responsibilities and requirements, (2) setting performance goals, and (3) assigning specific tasks

- Clearly explain an assignment.
- Explain the reason for the assignment.
- Check for understanding of the assignment.
- Provide any necessary instruction in how to do the task.
- Explain priorities for different objectives or responsibilities.
- Set specific goals and deadlines for important tasks.

3.6 Monitoring Operations and Performance

Monitoring involves gathering information about the operations of the manager's organizational unit, including the progress of the work, the performance of individual subordinates, the quality of products or services, and the success of projects or programs

- Identify and measure key performance indicators.
- Monitor key process variables as well as outcomes.
- Measure progress against plans and budgets.
- Develop independent sources of information.
- Conduct progress review meetings at appropriate times.
- Observe operations directly when it is feasible.
- Ask specific questions about the work.
- Encourage reporting of problems and mistakes.
- Use information from monitoring to guide other behaviors.

3.7 Supportive Leadership

Includes a wide variety of behaviors that show consideration, acceptance, and concern for the needs and feelings of other people. Supportive leadership helps to build and maintain effective interpersonal relationships

- Show acceptance and positive regard - Supportive leadership means being polite and considerate. Maintain a pleasant, cheerful disposition
- Provide sympathy and support when the person is anxious or upset - Show understanding and sympathy for someone who is upset by stress and difficulties in the work. Take time to listen to the person's concerns
- Bolster the person's self-esteem and confidence - Indicate that the person is a valued member of the organization
- Be willing to help with personal problems - when assistance is requested or it is clearly needed because the person's performance is being adversely affected

3.8 Developing Subordinate skills

Developing includes several managerial practices that are used to increase a subordinate's skills and facilitate job adjustment and career advancement. Key component behaviors include mentoring, coaching, and providing developmental opportunities

- Show concern for each person's development.
- Help the person identify ways to improve performance.
- Be patient and helpful when providing coaching.
- Provide helpful career advice.
- Help the person prepare for a job change.
- Encourage attendance at relevant training activities.
- Provide opportunities to learn from experience.
- Encourage coaching by peers when appropriate.
- Promote the person's reputation.

3.9 Providing Praise and Recognition

Recognizing involves giving praise and showing appreciation to others for effective performance, significant achievements, and important contributions to the organization. Three major forms of recognizing are praise, awards, and recognition ceremonies

- Recognize a variety of contributions and achievements.
- Actively search for contributions to recognize.
- Recognize improvements in performance.
- Recognize commendable efforts that failed.
- Do not limit recognition to high-visibility jobs.
- Do not limit recognition to a few best performers.
- Provide specific recognition.
- Provide timely recognition.
- Use an appropriate form of recognition.

3.10 Key Terms

- change-oriented behavior
- clarifying
- consideration
- critical incidents

- developing
- high-high leader
- initiating structure
- meta-categories
- monitoring
- networking
- participative leadership
- planning
- recognizing
- relations-oriented behavior
- supportive leadership
- task-oriented behavior
- transformational leadership

4 Six chapter

Trait and behavioral theories of leadership.

The constructs used most often in the trait approach include traits, skills, and values of individual leaders. Each type of construct and the major types of research in the trait approach are explained briefly in this section of the chapter.

4.1 Introduction to the Trait Approach

4.1.1 Individual Attributes Relevant for Leadership

- Trait refers to a variety of individual attributes, including aspects of personality, temperament, needs, motives, and values
Personality traits are relatively stable dispositions to behave in a particular way. Examples include self-confidence, extroversion, emotional maturity, and energy level.
Needs and motives are important because they influence attention to information and events, and they guide, energize, and sustain behavior
- Values are internalized attitudes about what is right and wrong, ethical and unethical, moral and immoral
Examples include fairness and justice, honesty, freedom, equality, altruism, loyalty, civility
- Self-concepts, self-identities, and social identities involve values and beliefs about a person's occupation, relationships to others, and worthwhile roles and activities
- Skill refers to the ability to do something in an effective manner
Skills may be defined at different levels of abstraction, ranging from general, broadly-defined abilities
- Competency often include a combination of related skills and traits. Competencies are often used to describe qualities considered relevant for managers in a particular organization or profession

4.1.2 Types of Research on Leader Traits and Skills

- In the first type of study, researchers seek to discover traits and skills that predict whether a person will pursue a leadership career or emerge as an informal leader in a group.
Some studies compare leaders to non-leaders in the same profession in terms of their scores on measures of traits and skills. Other studies examine the traits and skills of individuals who emerge as leaders in a group problem-solving exercise.
- The second type of research seeks to discover how the traits and skills of managers are related to measures of leadership effectiveness in their current management positions

- The third type of research uses longitudinal studies conducted over a period of several years to discover traits and skills that predict advancement to higher levels of management
- A fourth type of research compares managers who advanced successfully to top management to managers who initially advanced but then “derailed” in their careers because they were dismissed, opted for early retirement, or simply reached a “plateau” without any chance of further advancement

Some traits and skills increase the likelihood that a leader will be effective, but they do not guarantee effectiveness. A leader with certain traits can be effective in one situation but ineffective in a different situation. Furthermore, two leaders with a different pattern of traits can be successful in the same situation

4.1.3 Findings in Research on Derailed Managers

Managers who derailed were less able to handle pressure. They were more prone to moodiness, angry outbursts, and inconsistent behavior, which undermined their interpersonal relationships with subordinates, peers, and superiors. In contrast, the successful managers were calm, confident, and predictable during crises.

4.1.4 Personality Traits and Effective Leadership

- **High energy level and stress tolerance** - High energy level and stress tolerance help managers cope with the hectic pace, long hours, and unrelenting demands of most managerial jobs
Effective problem solving requires an ability to remain calm and stay focused on a problem
- **Internal locus of control orientation** - People with a strong internal locus of control orientation (called “internals”) believe that events in their lives are determined more by their own actions than by chance or uncontrollable forces
they take more responsibility for their own actions and for the performance of their organization
- **Emotional maturity** - Emotionally mature people have a more self-awareness of strengths and weaknesses, and they are oriented toward self-improvement instead of denying weaknesses and fantasizing success.
- **Personal integrity** - person’s behavior is consistent with espoused values, and the person is honest, ethical, and trustworthy
- **Socialized power motivation** - People with a strong need for power seek positions of authority and power, and they are likely to be more attuned to the power politics of organizations.

- **Moderately high achievement orientation** - set of related needs and values, including need for achievement, willingness to assume responsibility, performance orientation, and concern for task objectives
- **Moderately high self-confidence** - Leaders with high self-confidence are more likely to attempt difficult tasks and to set challenging objectives for themselves.
A manager with extremely high self-confidence is inclined to be arrogant, autocratic, and intolerant of dissenting viewpoints, especially if the manager is not emotionally mature
- **Moderately low need for affiliation**- people with a strong need for affiliation receive great satisfaction from being liked and accepted by others, and they enjoy working with people who are friendly and cooperative
- **Narcisism** - a strong need for esteem (e.g., prestige, status, attention, admiration, adulation), a strong personalized need for power, low emotional maturity, and low integrity. People are viewed either as loyal supporters or as enemies.

4.1.5 The Big Five Personality Traits

Surgency	Extroversion (outgoing) Energy/Activity Level Need for Power (assertive)
Conscientiousness	Dependability Personal Integrity Need for Achievement
Agreeableness	Cheerful and Optimistic Nurturance (sympathetic, helpful) Need for Affiliation
Adjustment	Emotional Stability Self-Esteem Self-Control
Intellectance	Curious and Inquisitive Open Minded Learning Oriented

4.2 Skills and Effective Leadership

4.2.1 Technical Skills

Knowledge about methods, processes, procedures, and techniques for conducting a specialized activity, and the ability to use tools and equipment relevant to that activity.

4.2.2 Interpersonal Skills

Knowledge about human behavior and interpersonal processes, ability to understand the feelings, attitudes, and motives of others from what they say and

do (empathy, social sensitivity), ability to communicate clearly and effectively (speech fluency, persuasiveness), and ability to establish effective and cooperative relationships (tact, diplomacy, listening skill, knowledge about acceptable social behavior).

4.2.3 Conceptual Skills

General analytical ability, logical thinking, proficiency in concept formation and conceptualization of complex and ambiguous relationships, creativity in idea generation and problem solving, ability to analyze events and perceive trends, anticipate changes, and recognize opportunities and potential problems (inductive and deductive reasoning)

4.3 Managerial Competencies

Competencies are frequently used to describe desirable attributes for managers in a particular company or profession, but some scholars have proposed generally relevant competencies for managers

4.3.1 Emotional Intelligence

Emotional intelligence includes several interrelated component skills

Empathy - the ability to recognize moods and emotions in others

Self-regulation - the ability to channel emotions into behavior that is appropriate for the situation

Emotional self-awareness - an understanding of one's own moods and emotions, how they evolve and change over time, and the implications for task performance and interpersonal relationships

Leaders with a high level of emotional intelligence are more capable of solving complex problems, planning how to use their time effectively, adapting their behavior to the situation, and managing crises

4.3.2 Social Intelligence

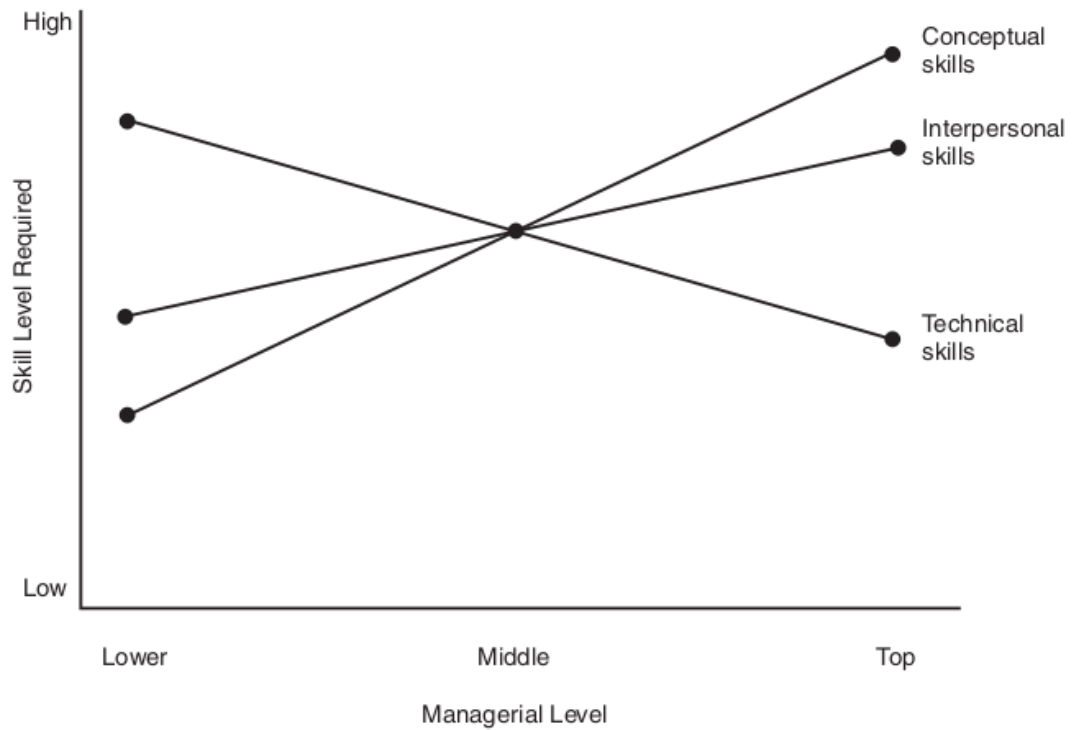
Social intelligence - defined as the ability to determine the requirements for leadership in a particular situation and select an appropriate response

Social perceptiveness - the ability to understand the functional needs, problems, and opportunities that are relevant for a group or organization, and the member characteristics, social relationships, and collective processes that will enhance or limit attempts to influence the group or organization

Behavioral flexibility - the ability and willingness to vary one's behavior to accommodate situational requirements

4.3.3 Learning Ability

Successful leadership in changing situations is the ability to learn from experience and adapt to change



"learning how to learn"

4.4 Situational Relevance of Skills

Managers need many types of skills to fulfill their role requirements, but the relative importance of the various skills depends on the leadership situation
Level of Management

4.4.1 Evaluation of the Trait Approach

Few trait studies include mediating processes to explain why leadership traits and skills are relevant for predicting effectiveness in the current position or career success.

Most trait studies are not guided by a theory that explains how traits are related to managerial effectiveness and advancement. Another limitation of the trait approach is the lack of attention in many studies to the leadership context

Trait	Too MUCH	Too LITTLE
Self-confidence	arrogant, acts too quickly, and takes too many risks	indecisive, avoids risks, and does not seek to influence others
Need for Esteem	preoccupied with reputation and status, exaggerates achievements, covers up mistakes and failures or blames others	does not seek recognition or build a reputation for high expertise and reliability
Need for Affiliation	overly concerned about being liked and accepted by others, over-uses ingratiation, and will not risk popularity by asking for sacrifices or insisting on better performance	does not try to form strong relationships or build a social support network
Need for Independence	resents authority, too quick to ignore rules and standard procedures	dependent on others for direction, rule oriented, avoids taking initiative
Altruism (value)	overly generous and forgiving, unable to ask for sacrifices or maintain discipline	selfish, indifferent about the needs of others, may exploit them for personal gain
Performance Orientation (value)	the person is a perfectionist and is overly demanding and never satisfied	the person accepts weak performance and does not push for improvement

4.4.2 Guidelines for Managers

- Learn about your strengths and weaknesses .
- Maintain self-awareness .
- Identify and develop skills relevant for a future leadership position .
- Remember that a strength can become a weakness .

- Compensate for weaknesses

4.4.3 Key Terms

- big five personality traits
- cognitive skills
- competencies
- conceptual skills
- derailed careers
- emotional intelligence
- emotional maturity
- emotional stability
- interpersonal skills
- locus of control orientation
- need for achievement
- need for affiliation
- need for power
- personalized power orientation
- self-awareness
- self-confidence
- social intelligence
- socialized power orientation
- technical skills

5 7 chapter

Contingency Theories and Adaptive Leadership

5.1 General Description of Contingency Theories

Contingency theories describe how aspects of the leadership situation can alter a leader's influence and effectiveness

5.1.1 Types of Variables

- Situation directly effects Outcomes or Mediators - When a situational variable can make a mediating variable or an outcome more favorable, it is sometimes called a “substitute” for leadership. An example is when subordinates have extensive prior training and experience.
- Situation directly influences Leader Behavior - Aspects of the situation such as formal rules, policies, role expectations, and organizational values can encourage or constrain a leader's behavior, and they are sometimes called demands and constraints
- Situation moderates Effects of Leader Behavior - For example providing coaching will have a stronger impact on subordinate performance when the leader has relevant expertise. This expertise enables the leader to provide better coaching, and subordinates are more likely to follow advice from a leader who is perceived to be an expert

5.2 Early Contingency Theories

5.2.1 Path-Goal Theory

Describes how a leader's task-oriented behavior (“instrumental leadership”) and relations-oriented behavior (“supportive leadership”) influence subordinate satisfaction and performance in different situations (Evans, 1970; House, 1971), Participative leadership and achievement-oriented leadership (e.g., Evans, 1974; House, 1996; House & Mitchell, 1974).

According to path-goal theory, the effect of leader behavior on subordinate satisfaction and effort depends on aspects of the situation, including task characteristics and subordinate characteristics

- behaviors
 - **supportive leadership:** giving consideration to needs and concerns of subordinates and their welfare, establish friendly climate
 - **directive leadership:** giving specific guidance, asking to follow rules and procedures, scheduling and coordinating the work
 - **participative leadership:** consulting with subordinates and taking their opinions and suggestions into account

- **achievementoriented leadership:** setting challenging goals, seeking better performance, emphasize excellence, showing confidence to subordinates for high performance
- variables
 - when the task is boring, stressful, dangerous, supportive leadership leads to increased subordinate effort and satisfaction
 - when the task is unstructured, complex, the subordinates are inexperienced, and there is little formalization of rules and procedures, then directive leadership will result in higher subordinate satisfaction and effort.
- limitations:
 - relies on expectancy theory that does not take in consideration emotional reactions to decision dilemmas and some important aspects of human motivation such as selfconcepts.
 - relationships are unreal
 - each type of leadership behavior is considered separately

5.2.2 leadership substitutes theory

a model to identify aspects of the situations that reduce the importance of leadership by managers and other formal leaders.

- substitutes: make leader behavior unnecessary and redundant vs. neutralizers: are characteristics of task or organization that prevent a leader from acting in a specified way or that nullify the effects of the leader's actions
- 2 variables: role clarity and task motivation
- 2 solutions:
 - to remove neutralizers to make situation more favorable for the leader
 - to make leadership less important by increasing substitutes
- limitations
 - lack of a description of explanatory processes that would help differentiate between substitutes that reduce the importance of an intervening variable and substitutes that involve leadership behavior by people other than the leader
 - use of too broadly defined behavior categories such as supportive and instrumental leadership

5.2.3 situational leadership theory

It specifies the appropriate type of leadership behavior for a subordinate in various situations. Behavior was defined in terms of directive and supportive leadership and decision procedures

- appropriate leadership behavior for different maturity levels of subordinates
 - high maturity: has both the ability and selfconfidence to do a task
 - low maturity: lacks ability and selfconfidence
- for low maturity subordinate - leader: taskoriented behavior (be directive in clarifying roles, standards and procedures)
- moderate maturity - leader: decrease taskoriented and increase relations-oriented behavior (act supportive, consult with the subordinate, provide praise and attention)
- high maturity - leader: use low level of both behavior. Subordinate has the ability and selfconfidence to do tasks

5.2.4 the LPC contingency model

LPC Contingency Model describes how the situation moderates the effects on group performance of a leader trait called the least preferred coworker (LPC) score.

Fiedler (1978) : LPC scores reveal a leader's motive hierarchy.

- A high LPC leader is strongly motivated to have close, interpersonal relationships and will act in a considerate, supportive manner if relationships need to be improved
- a Low LPC leader - is primarily motivated by achievement of task objectives and will emphasize task-oriented behavior whenever task problems arise

Rice (1978) : low LPC score value task achievement more than interpersonal relations, whereas leaders with high LPC scores value interpersonal relations more than task achievement.

- high LPC scores value interpersonal relations more than task achievement
- low LPC score value task achievement more than interpersonal relations

Situational favorability - The relationship between a leader's LPC score and group performance depends on a complex situational variable called situational favorability.

The situation is most favorable when the leader has substantial position power, the task is highly structured, and relations with subordinates are good

5.2.5 cognitive resources theory

Describes the conditions under which cognitive resources such as intelligence and experience are related to group performance.

performance of a leader's group is determined by interaction between

- two leader traits (intelligence, experience)
- one leader behavior (directive leadership)
- two aspects of the leadership situation (interpersonal stress and the nature of the group's task)

Interpersonal stress for the leader moderates the relation between leader intelligence and subordinate performance. Stress may be due to a boss who creates role conflict or demands miracles without providing necessary support and resources. Other sources of stress include frequent work crises and serious conflicts with subordinates.

- high stress on leaders:
 - no relationship (or negative) between leader intelligence and decision quality
 - experienced leaders rely on experience under high stress
- low stress on leaders:
 - high intelligence results in good plans and decisions
 - experienced leaders rely on intelligence under low stress
- leaders with little experience rely on intelligence under both situations
- limitations:
 - no explicit rationale is given for use of general intelligence rather than specific cognitive skills.
 - only one leadership behavior

5.2.6 multiple-linkage model

Describes how managerial behavior and situational variables jointly influence the performance of individual subordinates and the leader's work unit.

Four types of variables:

- Mediating Variables
 - task commitment: influenced by formal reward system and properties of the work
 - ability of members: influence by recruitment and selection system and prior training/experience of members

- role clarity: affected by task structure, prior member experience, and external dependencies
- work group organisation: type of technology used, competitive strategy of the organization
- cooperation and teamwork: affected by size of group, stability of membership, similarity among members, reward system, and organization of work
- adequacy of resources: affected by the organization's formal budgetary systems, procurement systems, and inventory control systems, as well as economic conditions at time
- external coordination: influenced by the formal structure of the organization
- Situational Variables - directly influence mediating variables and can make them either more or less favorable
- Managerial Behaviors
- Criterion Variables - leadership emergence, advancement, or effectiveness; subjective or objective measures
- shortterm actions to correct deficiencies (= neutralizers)
 - leaders may influence group members to work faster or do better work
 - may increase member ability to do the work
 - may organize and coordinate activities in a more efficient way
 - may obtain resources needed immediately to do the work
 - may act to improve external coordination by meeting with outsiders or to plan activities and resolve conflicting demands on the work unit
- longterm effects for improvements in group performance. Effective leaders do :
 - long-term improvement programs to upgrade equipment, and facilities
 - to increase the level of employee skills and commitment.
 - reducing dependence on unreliable sources.
 - Initiate new, more profitable activities for the work unit

5.2.7 Conceptual Weaknesses in Contingency Theories

- Over-emphasis on Behavior Meta-categories
- Ambiguous Description of Relationships - Most of the contingency theories do not clearly indicate whether the form of the relationship between the independent variable and the dependent variable changes as the situational variable increases
- Inadequate Explanation of Causal Effects - Most contingency theories do not provide an adequate explanation of the underlying reasons for the proposed relationships
- Lack of Attention to Behavior Patterns - Most contingency theories explain only the separate, independent effects of each type of leadership behavior included in the theory.
- Lack of Attention to Joint Effects of Situational Variables - Most contingency theories do not explicitly consider how multiple situational variables interact in their moderating effects
- Failure to Distinguish Between Mediators and Situational Moderators

5.2.8 Guidelines for Adaptive Leadership

- Understand your leadership situation and try to make it more favorable.
- Increase flexibility by learning how to use a wide range of relevant behaviors.
- Use more planning for a long, complex task.
- Consult more with people who have relevant knowledge.
- Provide more direction to people with interdependent roles.
- Monitor a critical task or unreliable person more closely.
- Provide more coaching to an inexperienced subordinate.
- Be more supportive to someone with a highly stressful task.

5.2.9 Guidelines for Managing Immediate Crises

- Anticipate problems and prepare for them.
- Learn to recognize early warning signs for an impending problem.
- Quickly identify the nature and scope of the problem.
- Direct the response by the unit or team in a confident and decisive way.

- Keep people informed about a major problem and what is being done to resolve it.
- Use a crisis as an opportunity to make necessary changes.

5.2.10 Key Terms

cognitive resources theory contingency theories directive leadership mediating variable moderator variable multiple-linkage model normative decision model neutralizer path-goal theory situational leadership theory substitute for leadership

6 8 chapter

Power/influence and contingency theories of leadership

6.1 Power and Influence Concepts

- power is the capacity of one party (the agent) to influence another party (the target).
 - the agent can be group or organization
 - power is a dynamic variable that changes as conditions change
- authority: the right to make particular types of decisions for the organization
 - also involves the right to control over things such as money, resources, equipment, and materials
 - scope of authority is the range of requests and actions that can be made and taken.
- 3 influence processes
 - instrumental compliance the target person carries out a requested action for the purpose of obtaining a tangible reward or avoiding a punishment
 - internalization the target person becomes committed to support and implement proposals espoused by the agent because they appear intrinsically desirable and correct
 - personal identification the target person imitates the agent's behavior or adopts the same attitudes to please the agent and to be like the agent
- outcomes of influence attempts
 - commitment the target person agrees with a decision or request from the agent and makes a great effort to carry out the request or implement the decision effectively
 - compliance the target is willing to do what the agent asks but is apathetic rather than enthusiastic about it and will make only minimal effort
 - resistance the target person is opposed to the proposal or request, rather than merely indifferent about it, and actively tries to avoid carrying it out

6.2 Power Sources

- Position Power
 - Legitimate Power - Power stemming from formal authority over work activities . Compliance is more likely for members who identify with the organization and are loyal to it. Acceptance of authority depends on whether the agent is perceived to be a legitimate occupant of his leadership position.
 - * Make polite, clear requests.
 - * Explain the reasons for a request.
 - * Don't exceed your scope of authority.
 - Reward Power - the perception by the target person that an agent controls important resources and rewards desired by the target person. Managers usually have much more reward power over subordinates than over peers or superiors. One form of reward power over subordinates is the authority to give pay increases, bonuses
 - * Offer the type of rewards that people desire.
 - * Offer rewards that are fair and ethical.
 - * Don't promise more than you can deliver.
 - Coercive Power - Authority over punishments. It is best to avoid using coercion except when absolutely necessary, because it is difficult to use and likely to result in undesirable side effects
 - * Explain rules and requirements, and ensure that people understand the serious consequences of violations.
 - * Respond to infractions promptly and consistently without showing any favoritism to particular individuals.
 - * Investigate to get the facts before using reprimands or punishment, and avoid jumping to conclusions or making hasty accusations.
 - Information Power - This type of power involves both the access to vital information and control over its distribution to others. Control over information is a source of upward influence as well as downward and lateral influence
 - Ecological Power (situational engineering) - Control over the physical environment, technology, and organization of the work.
- Personal Power
 - Referent Power - derived from the desire of others to please an agent toward whom they have strong feelings of affection, admiration, and loyalty. The strongest form of referent power involves the influence process called personal identification
 - * Show acceptance and positive regard.

- * Be supportive and helpful.
- * Use sincere forms of ingratiation
- Expert Power - Task-relevant knowledge and skill are a major source of personal power. Dependency is increased when the target person cannot easily find another source of advice besides the agent
 - * Explain the reasons for a request or proposal and why it is important.
 - * Provide evidence that a proposal will be successful.
 - * Don't make rash, careless, or inconsistent statements.

6.3 How Power Is Gained or Lost

Power is not a static condition; it changes over time due to changing conditions and the actions of individuals and coalitions

6.3.1 Social Exchange Theory

In a group, the amount of status and power accorded to an elected or emergent leader by other members depends on the person's loyalty, demonstrated competence, and contribution to the attainment of shared objectives. Members expectations about what leadership role a person should have in the group are influenced by the person's loyalty and demonstrated competence. If the leader's proposal prove to be a failure, then terms of the exchange relationship are likely to be reassessed by the group. A leader who fails to show initiative and deal decisively with serious problems will lose esteem and influence, just as a leader who proposes actions that are unsuccessful.

6.3.2 strategic contingencies theory

How some organizational subunits gain or lose power to influence important decisions such as determination of the organization's competitive strategy and the allocation of resources to subunits and activities.

The power of subunits depends on (1) expertise in coping with important problems, (2) centrality of the subunit within the workflow, (3) the extent to which the subunit's expertise is unique rather than substitutable. The more unique and irreplaceable the expertise required to solve critical problems, the more power is gained from possessing this expertise. Increase expert power can result in increased legitimate power.

6.3.3 Institutionalization of Power

The process for using political tactics to increase influence or protect existing power. A powerful subunit can get its members appointed to key leadership positions where they will promote the subunit's objective.

6.4 Proactive Influence Tactics

proactive influence tactic - behavior used intentionally to gain acceptance of a request or support for a proposal

- Core Tactics - often successful for influencing target commitment to carry out a request or support a proposal
 - Rational Persuasion: The agent uses logical arguments and factual evidence to show a proposal or request is feasible and relevant for attaining important task objectives.
 - * Explain in detail why a request or proposal is important.
 - * Use facts and logic to make a clear case in support of a request or proposal.
 - Inspirational Appeals: The agent makes an appeal to values and ideals or seeks to arouse the target person's emotions to gain commitment for a request or proposal.
 - * Describe a proposed change as an exciting and worthwhile opportunity.
 - * Link a proposed activity or change to the person's ideals and values.
 - Consultation: The agent encourages the target to suggest improvements in a proposal or to help plan an activity or change for which the target person's support and assistance are desired.
 - * State your objective, and ask what the person can do to help attain it.
 - * Ask for suggestions on how to improve a tentative proposal.
 - Collaboration: The agent offers to provide relevant resources and assistance if the target will carry out a request or approve a proposed change.
 - * Offer to show the person how to perform a requested task.
 - * Offer to provide necessary resources.
- Other Tactics
 - Apprising: The agent explains how carrying out a request or supporting a proposal will benefit the target personally or help advance the target person's career.
 - * Explain how the person could benefit from carrying out a requested task.
 - * Explain how the task you want the person to do would help his/her career.
 - Ingratiation: The agent uses praise and flattery before or during an influence attempt, or expresses confidence in the target's ability to carry out a difficult request.

- * Say that the person has the special skills or knowledge needed to carry out a request.
- * Praise the person's past achievements when asking him/her to do another task.
- Personal Appeals: The agent asks the target to carry out a request or support a proposal out of friendship, or asks for a personal favor before saying what it is.
 - * Ask the person to do a favor for you as a friend.
 - * Ask for his /her help as a personal favor.
- Exchange: The agent offers an incentive, suggests an exchange of favors, or indicates willingness to reciprocate at a later time if the target will do what the agent requests.
 - * Offer something the person wants in exchange for providing help on a task or project.
 - * Offer to do a specific task or favor in return for compliance with a request
- Coalition Tactics: The agent seeks the aid of others to persuade the target to do something, or uses the support of others as a reason for the target to agree.
 - * Mention the names of others who endorse a proposal when asking the person to support it.
 - * Get others to explain to the person why they support a proposed activity or change.
- Legitimizing Tactics: The agent seeks to establish the legitimacy of a request or to verify authority to make it by referring to rules, policies, contracts, or precedent.
 - * Explain that your request or proposal is consistent with official rules and policies.
 - * Point out that your request or proposal is consistent with a prior agreement or contract.
- Pressure: The agent uses demands, threats, frequent checking, or persistent reminders to influence the target to carry out a request.
 - * Keep asking the person in a persistent way to say yes to a request.
 - * Insist in an assertive way that the person must do what you ask.

6.5 Key Terms

apprising coercive power collaboration commitment compliance consultation
 ecological power exchange tactics expert power information power ingratia-
 tion inspirational appeals institutionalization of power internalization legitimate
 power legitimating tactic personal appeal personal identification personal power
 position power pressure tactics proactive influence tactic rational persuasion ref-
 erent power resistance reward power scope of authority

Influence Tactic	Directional Use of Tactic	Sequencing Results	Used Alone or in Combination	General Effectiveness
Rational Persuasion	Widely used in all directions	Used more for initial request	Used frequently both ways	High
Inspirational Appeal	More down than up or lateral	No difference	Used most with other tactics	High
Consultation	More down and lateral than up	No difference	Used most with other tactics	High
Collaboration	More down and lateral than up	Not studied	Used most with other tactics	High
Apprising	More down than lateral or up	Not studied	Used most with other tactics	Moderate
Ingratiation	More down and lateral than up	Used more for initial request	Used most with other tactics	Moderate
Exchange	More down and lateral than up	Used most for quick follow-up	Used both ways equally often	Moderate
Personal Appeal	More lateral than down or up	Used more for initial request	Used both ways equally often	Moderate
Coalition Tactic	More lateral and up than down	Used most for delayed follow-up	Used both ways equally often	Low/moderate
Legitimizing Tactic	More down and lateral than up	Used most for quick follow-up	Used most with other tactics	Low
Pressure	More down than lateral or up	Used most for delayed follow-up	Used both ways equally often	Low

7 9 chapter

Ethical and abusive leadership

8 13 chapter

Ethical and abusive leadership

9 12 chapter

Charismatic, transformational, and transactional leadership

9.1 Attribution Theory of Charismatic Leadership

By Conger and Kanungo (1987) - theory of charismatic leadership based on the assumption that charisma is an attributional phenomenon

- Leader Behaviors
 - Novel and Appealing Vision - Charisma is more likely to be attributed to leaders who advocate a vision that is highly discrepant from the status quo
 - Emotional Appeals to Values - Followers are more likely to attribute charisma to leaders who inspire them with emotional appeals to their values and ideals
 - Unconventional Behavior - Charisma is more likely to be attributed to leaders who act in unconventional ways to achieve the vision
 - Self sacrifices - if they make self-sacrifices for the benefit of followers, and they take personal risks or incur high costs to achieve the vision they espouse
 - Confidence and Optimism - Leaders who appear confident about their proposals are more likely to be viewed as charismatic than leaders who appear doubtful and confused
- Influence Processes - The primary influence process is personal identification
Charismatic leaders appear so extraordinary, due to their strategic insight, strong convictions, self-confidence, unconventional behavior, and dynamic energy that subordinates idolize these leaders and want to become like them
- Facilitating Conditions - Contextual variables are especially important for charismatic leadership because the attribution of exceptional ability to a leader is rare and may be highly dependent upon characteristics of the situation. One important situational variable is follower fear and anxiety about the future
Charismatic leaders are more likely to emerge in crisis situations where people are worried about economic loss, physical danger, or threats to core values

9.2 Self-Concept Theory of Charismatic Leadership

By House (1977) - theory to explain charismatic leadership in terms of a set of testable propositions

- Leader Traits and Behaviors - Charismatic leaders are likely to have a strong need for power, high self-confidence, and a strong conviction in their own beliefs and ideals
 - articulating an appealing vision,
 - using strong, expressive forms of communication when articulating the vision,
 - taking personal risks and making self-sacrifices to attain the vision,
 - communicating high expectations,
 - expressing optimism and confidence in followers,
 - modeling behaviors consistent with the vision,
 - managing follower impressions of the leader,
 - building identification with the group or organization,
 - empowering followers
- Influence Processes
 - Personal Identification - followers will imitate the leader's behavior, carry out the leader's requests, and make an extra effort to please the leader
 - Social Identification - when people take pride in being part of the group or organization and regard membership as one of their most important social identities
 - Internalization - followers embrace the leader's mission or objectives as something that is worthy of their commitment
 - Self and Collective Efficacy
 - self-efficacy is the belief that one is competent and capable of attaining difficult task objectives
 - Collective efficacy refers to the perception of group members that they can accomplish exceptional feats by working together
 - Emotional Contagion - A leader who is very positive and enthusiastic can influence the mood of followers to be more positive, which is likely to increase their enthusiasm for the work and their perception that they can accomplish difficult objectives
- Facilitating Conditions - charismatic leaders must be able to understand the needs and values of followers. In addition, it must be possible to define task roles in ideological terms that will appeal to followers

9.3 Other Conceptions of Charisma

- psychodynamic processes: intense personal identification. Regression + transference + projection

- social contagion: followers influence each other & spontaneous spread of emotional and behavioral reactions among a group of people
- close and distant charisma: amount of direct interaction between a leader and followers affects attribution of charisma. Distant charismatics & described in terms of substantive achievements and effects on follower political attitudes. Close charismatics & described in terms of their effects on follower motivation, task behavior, identification with leader

9.4 Consequences of Charismatic Leadership

9.4.1 Positive Charisma

Followers are more likely to experience psychological growth and development of their abilities, and the organization is more likely to adapt to an environment that is dynamic, hostile, and competitive.

The positive charismatic can lead the organization in coping with a temporary crisis, but if prolonged for a long period of time, a single-minded achievement culture creates excessive stress and causes psychological disorders for members who are unable to tolerate this stress.

9.4.2 Negative Charisma

Charismatic leaders tend to make more risky decisions that can result in a serious failure, and they tend to make enemies who will use such a failure as an opportunity to remove the leader from office.

- Being in awe of the leader reduces good suggestions by followers.
- Desire for leader acceptance inhibits criticism by followers.
- Adoration by followers creates delusions of leader infallibility.
- Excessive confidence and optimism blind the leader to real dangers.
- Denial of problems and failures reduces organizational learning.
- Risky, grandiose projects are more likely to fail.
- Taking complete credit for successes alienates some key followers.
- Impulsive, nontraditional behavior creates enemies as well as believers.
- Dependence on the leader inhibits development of competent successors.
- Failure to develop successors creates an eventual leadership crisis.

9.5 Transformational Leadership

Transforming leadership appeals to the moral values of followers in an attempt to raise their consciousness about ethical issues and to mobilize their energy and resources to reform institutions.

Transactional leadership motivates followers by appealing to their self-interest and exchanging benefits

- Transformational Behaviors
 - Idealized influence - is behavior that increases follower identification with the leader, such as setting an example of courage and dedication and making self-sacrifices to benefit followers
 - Individualized consideration - includes providing support, encouragement, and coaching to followers
 - Inspirational motivation - communicating an appealing vision, and using symbols to focus subordinate effort
 - Intellectual stimulation - is behavior that influences followers to view problems from a new perspective and look for more creative solutions
- Transactional Behaviors
 - Contingent reward - clarification of accomplishments necessary to obtain rewards, and the use of incentives to influence subordinate task motivation
 - Active management by exception - looking for mistakes and enforcing rules to avoid mistakes
 - Passive management by exception - use of contingent punishments and other corrective action

9.6 Comparison of Charismatic and Transformational Leadership

Many of the leadership behaviors in the theories of charismatic and transformational leadership appear to be the same, but some important differences are evident as well. Transformational leaders probably do more things that will empower followers and make them less dependent on the leader, such as delegating significant authority to individuals or teams, developing follower skills and self-confidence, providing direct access to sensitive information, eliminating unnecessary controls, and building a strong culture to support empowerment. Charismatic leaders probably do more things that foster an image of extraordinary competence for the leader and increase subordinate dependence, such as impression management, information restriction, unconventional behavior, and personal risk taking.

difference between transformational and charismatic leadership involves how

often each type of leadership occurs and the facilitating conditions for it. According to Bass, transformational leaders can be found in any organization at any level, and this type of leadership is universally relevant for all types of situations (Bass, 1996, 1997). In contrast, charismatic leaders are rare, and their emergence appears to be more dependent on unusual conditions. The reactions to charismatics are usually more extreme and diverse than reactions to transformational leaders (Bass, 1985). The affective reaction aroused by charismatics often polarizes people into opposing camps of loyal supporters and hostile opponents.

9.7 Guidelines for Inspirational Leadership

- Articulate a clear and appealing vision - Transformational leaders strengthen the existing vision or build commitment to a new vision. A clear vision of what the organization could accomplish or become helps people understand the purpose, objectives, and priorities of the organization.
- Explain how the vision can be attained - leader must also convince followers that the vision is feasible. It is important to make a clear link between the vision and a credible strategy for attaining it.
- Act confident and optimistic - It is important to remain optimistic about the likely success of the group in attaining its vision, especially in the face of temporary roadblocks and setbacks. A leader's confidence and optimism can be highly contagious.
- Express confidence in followers - The motivating effect of a vision also depends on the extent to which subordinates are confident about their ability to achieve it. People perform better when a leader has high expectations for them and shows confidence in them.
- Use dramatic, symbolic actions to emphasize key values - Concern for a value or objective is demonstrated by the way a manager spends time, by resource allocation decisions made when trade-offs are necessary between objectives, by the questions the manager asks, and by what actions the manager rewards.
- Lead by example - One way a leader can influence subordinate commitment is by setting an example of exemplary behavior in day-to-day interactions with subordinates. It is especially important for actions that are unpleasant, dangerous, unconventional, or controversial.

9.8 Key Terms

charisma charismatic leadership emotional contagion personal identification role modeling self-concept self-efficacy self-identity social identification symbolic action transactional leadership transformational leadership vision

10 15 chapter

HRM and the development of effective leaders

11 16 chapter

HRM and the development of effective leaders

12 Self–other rating agreement in leadership

360-degree feedback Multi-rater feedback Multisource feedback

13 Paper DERUE et al 2011 Trait and Behavioral Theories

13.1 Conceptualizing Leadership Effectiveness

three dimensions: (a) content, (b) level of analysis, and (c) target of evaluation.

The level of analysis corresponds to whether leadership effectiveness is conceptualized at the individual, dyadic, group, or organizational level.

13.2 Toward an Integrated Model of Leader Traits and Behaviors

leadership effectiveness is influenced by both leader traits and behaviors, it is not clear from this research how leader traits and behaviors complement or supplement each other,

our own review of the literature, most leader traits can be organized into three categories: (a) demographics, (b) traits related to task competence, and (c) interpersonal attributes. Similarly, leader behaviors are often discussed in terms of whether the behavior is oriented toward (a) task processes, (b) relational dynamics, or (c) change.

13.3 The Leader Trait Paradigm

In reviewing trait theories of leadership, Bass (1990) proposed two questions: (a) Which traits distinguish leaders from other people leader traits related to demographics (e.g., gender, age, education), task competence (e.g., intelligence, Conscientiousness), or interpersonal attributes (e.g., Agreeableness, Extraversion; Bass & Bass, 2008) (b) what is the magnitude of those differences? - no studies done Extroversion and Openness to Experience are related to intelligence

13.3.1 Demographics

Among the possible demographics of leaders, gender has received the most attention. Other demographics such as physical characteristics (e.g., height; Judge & Cable, 2004), education (Howard & Bray, 1988), and experience although men and women exhibit some differences in leadership style, men and women appear to be equally effective

13.3.2 Task competence

Task competence is a general category of leader traits that relate to how individuals approach the execution and performance of tasks

- Intelligence reflects a general factor of cognitive abilities related to individuals' verbal, spatial, numerical, and reasoning abilities, and has been established as a consistent predictor of task performance

- Conscientiousness reflects the extent to which a person is dependable, dutiful, and achievement oriented, and is often associated with deliberate planning and structure
- Openness to Experience is commonly associated with being imaginative, curious, and open minded to new and different ways of working
- Emotional Stability refers to a person's ability to remain calm and not be easily upset when faced with challenging tasks.

13.3.3 Relative validity of leader traits

Research suggests that leader traits related to task competence and interpersonal attributes are important predictors of leadership effectiveness

- Hypothesis 1: Leader traits related to task competence will exhibit a stronger, positive relationship with task performance dimensions of leadership effectiveness than leaders' demographics or interpersonal attributes.
- Hypothesis 2: Leader traits related to interpersonal attributes will exhibit a stronger, positive relationship with affective and relational dimensions of leadership effectiveness than leaders' demographics or traits related to task competence.
- Hypothesis 3: Leader traits related to (a) task competence and (b) interpersonal attributes will both be positively related to overall leader effectiveness and more so than demographics.

13.3.4 The Leader Behavior Paradigm

One consistent theme in the literature is that behaviors can be fit into four categories: task-oriented behaviors, relational-oriented behaviors, change-oriented behaviors, and what we refer to as passive leadership

Relative validity of leader behaviors

- Hypothesis 4: Task-oriented and change-oriented leader behaviors will exhibit a stronger, positive relationship with task performance dimensions of leadership effectiveness than relational-oriented or passive leader behaviors.
- Hypothesis 5: Relational-oriented and change-oriented leader behaviors will exhibit a stronger, positive relationship with affective and relational dimensions of leadership effectiveness than task-oriented or passive leader behaviors.
- Hypothesis 6: Task-, relational-, and change-oriented leader behaviors will be positively related to overall leader effectiveness and more so than passive leader behaviors.

13.4 Leader Traits Versus Behaviors: A Test of Relative Validity

Given the complexity and ambiguity of leadership contexts (Pfeffer, 1977), it is likely that leadership situations vary with respect to trait relevance. In other words, leaders' traits will not always manifest in ways that impact leadership effectiveness

Hypothesis 8: Leader behaviors will predict more variance in leadership effectiveness than leader traits.