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GLOBAL  
EDITION

# Human Relations

## *Interpersonal Job-Oriented Skills*

TWELFTH EDITION

Andrew J. DuBrin



ALWAYS LEARNING

PEARSON

# 10

## CHAPTER

# Becoming an Effective Leader

Mary DiSalvo is the director of operations at a printing company that specializes in printing shrink-wrapped labels for food and consumer products, including bottled water, orange juice, and packaged meat. Company CEO Bruce Denton observed that over a six-year period, DiSalvo's group had the highest productivity and lowest employee turnover at the company. Denton had a hunch that DiSalvo's passion for people and her love of printing had something to do with her outstanding record. However, he wanted more insight into what made for the superb leadership at his company. So with Mary's permission, an outside human relations specialist interviewed several people about their experiences working in the company, and what they thought of Mary's leadership.

Cheryl, a shipping supervisor, described DiSalvo's leadership in these terms: "Mary is so gung ho about labels and production efficiency that her excitement rubs off on you. She makes us feel that we are on a crusade to produce the best labels in the business. At the same time, she really cares about everybody who works at the company. I remember when she personally went to help out a production worker whose house was severely damaged by a tree falling on it."



## LEARNING

### OBJECTIVES

After reading and studying this chapter and doing the exercises, you should be able to:

1. Identify key leadership traits for personal development.
2. Develop several attitudes and behaviors that will help you appear charismatic.
3. Develop your team leadership skills.
4. Understand how you can develop your leadership potential.

Jeff, a quality technician, expressed these ideas to the human relations interviewer: "I don't have too much direct contact with Mary because she is two levels up the ladder from me. But I feel her impact almost everyday. Mary is committed to quality, and her e-mails to the company about quality make me feel that my work is very important. Mary is the hardest worker in the plant, so she sets a good example for us. She also has a great warm smile and a cheerful attitude that makes you want to do your best."<sup>[1]</sup>

As in the story just presented, effective leaders have a combination of admirable qualities, including expertise, a passion to succeed, high energy, and the ability to inspire others. In working toward improving your leadership ability, the following definition is a goal to strive for. **Leadership** is the ability to inspire support and confidence among the people who are needed to achieve company goals. A company president might have to inspire thousands of people, while a team leader is concerned with inspiring about six people. Both of these leaders nonetheless play an important role.

Leadership has also been defined in many other ways. An analysis of 221 definitions of leadership concluded that they basically all say the same thing—leadership is about one person getting one or more other people to do something.<sup>[2]</sup> The something usually refers to attaining a worthwhile company goal. In other words, the leader makes a difference.

Becoming a leader does not necessarily mean that the company has to put you in charge of others (or assign you a formal leadership position). Shortly after Sergio Marchionne became the CEO of the combined Fiat and Chrysler automotive company, he said that the company's chances for success depended in part on a culture "where everyone is expected to lead."<sup>[3]</sup> You can also rise to leadership when people come to respect your opinion and personal characteristics and are thus influenced by you. Leadership is thought by many to exist at all levels with people anywhere in the organization being able to influence others if they have the right skills or know the right work procedures.<sup>[4]</sup>

Your greatest opportunity for exerting leadership will come about from a combination of holding a formal position and exerting personal influence. An individual with appealing personal characteristics and expertise who is placed in a position of authority will find it relatively easy to exert leadership.

The purpose of this chapter is twofold. One is to make you aware of the basic concepts you need to become a leader. The other purpose is to point you toward developing skills necessary for leadership effectiveness.

## KEY LEADERSHIP TRAITS TO DEVELOP

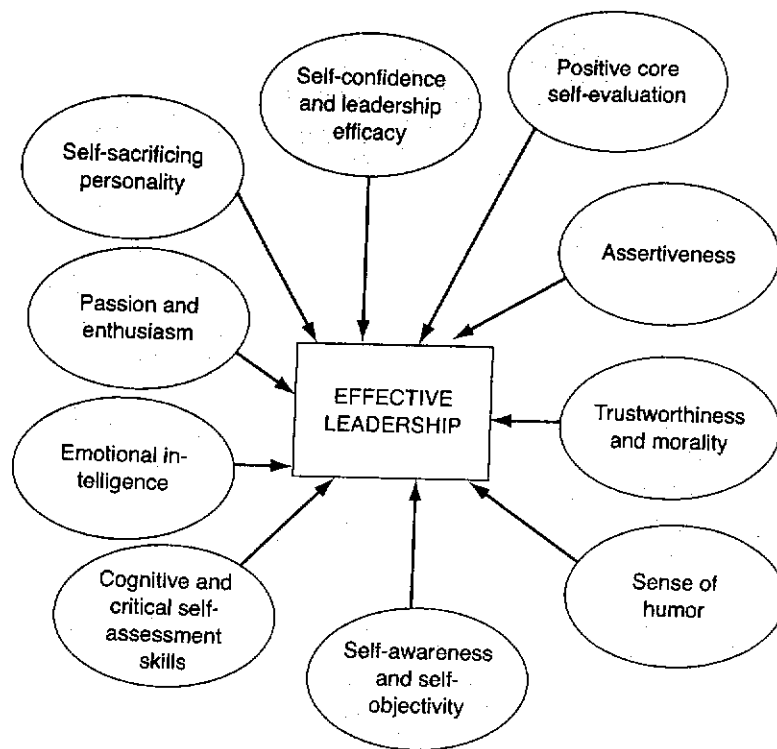
An important part of being an effective leader is to have the *right stuff*. This section and the following one about charisma describe personal attributes that help a person lead others in many situations. Recognize, however, that radically different situations require a different set of leadership characteristics. For example, a leader might have to be more assertive with group members performing distasteful work than with those whose work is enjoyable. Even if traits are but one facet of understanding leadership, they play an important role. Traits help explain individual differences in leadership.<sup>[5]</sup> For example, an assertive and self-confident leader will be able to take decisive actions.

Each of the ten leadership traits described next, and shown in Figure 10-1, can be developed. For such development to take place, you need to be aware of the importance

### LEARNING OBJECTIVE 1

**FIGURE 10-1 Ten Key Leadership Traits**

People who possess the traits listed below are usually well suited to being an effective leader. However, many other traits and behaviors are also important contributors to effective leadership.



of the personal characteristic, and then monitor your own behavior to make progress. To assist you with such development, the description of each trait is accompanied by a suggestion for improvement.

### Self-Confidence and Leadership Efficacy

In virtually every leadership setting, it is important for the leader to be realistically self-confident. A leader who is self-assured without being bombastic or overbearing instills confidence in group members. Self-confidence was among the first leadership traits researchers identified. Current research with leaders in many situations has continued to underscore the importance of this trait. A series of research studies have shown that increased self-confidence can bring about improvement in performance, including helping a group attain its goals.<sup>[6]</sup> In addition to being self-confident, the leader must project that self-confidence to the group.<sup>[7]</sup> Self-confidence is not only a personality trait. It also refers to the behavior a person exhibits in a number of situations. It is similar to being cool under pressure. We can conclude that a person is a self-confident leader when he or she retains composure during a crisis, such as when the company suffers flood damage during a busy season.

The inclusion of a feeling of efficacy in combination with self-confidence helps better pinpoint how confidence works. Leadership efficacy is a form of efficacy associated with confidence in the knowledge, skills, and abilities valuable for with leading others. In essence, the leader is confident that he or she has the tools necessary to lead a group. Another insight into leadership efficacy is that it helps the leader step up to meet his or her challenges.<sup>[8]</sup> The confidence therefore extends beyond attitudes about the self. A leader who had been a successful racquet sports director at one athletic club might have the leadership efficacy to carry out the many aspects of that role at another club.

You can appear more self-confident to the group by using definitive wording, maintaining good posture, and making appropriate gestures such as pointing an index finger outward. Developing self-confidence is a lifelong process of performing well in a variety of situations. You need a series of easy victories to establish self-confidence. Further development of your self-confidence requires performing well in challenging circumstances.

Taking risks, such as volunteering to work on an unfamiliar project, contributes to self-confidence when the risk proves to be worthwhile. As your self-confidence builds in several situations, you will also develop a strong sense of leadership efficacy.

## Positive Core Self-Evaluation

The core self-evaluation was described in Chapter 2 as closely related to self-esteem. In more detail, the core self-evaluation captures a person's self-assessment. Its four components are self-esteem, locus of control, self-efficacy, and emotional stability (low neuroticism.)<sup>[9]</sup> Except for locus of control, these traits have already been defined in Chapter 2. In addition, we described how self-esteem in the form of self-confidence can be developed.

**Locus of control** deals with the way people look at causation in their lives. If you believe that you are controlled mostly by outside events beyond your control, you would have an external locus of control. A marketing specialist with an external control might say, "Our computer system is down today, so there is nothing constructive I can do. I'll just wait until the system is running again." With an internal locus of control, the marketing specialist might say, "The computer is down which will slow me down. However, I'll work on whatever I can do that does not require the company computer. I can do some research on markets in Africa with my smart phone."

An internal locus of control is better for leadership than an external locus of control. Leaders who believe that they can control events are more likely to inspire others and provide direction. High emotional stability is better for leadership than low emotional stability. Anyone who has ever worked for an unstable supervisor will attest to the importance of emotional stability as a leadership trait. Emotional stability is important for a leader because group members expect and need consistency in the way they are treated.

A useful tactic for developing an internal locus of control is to examine challenging situations, and search for what aspect of those situations might be in your control. The department leader might be informed that because of low profits, salaries will be frozen for the next year. The leader might say, "Okay, external events have created conditions for discontent in my department. However, I can still use recognition and interesting work assignments to boost morale." Emotional stability is difficult to develop, but people can learn to control many of their emotional outbursts. People who cannot control their emotions, yet still want to become leaders, should seek assistance from a mental health professional.

## Assertiveness

A widely recognized leadership trait is **assertiveness**, being forthright in expressing demands, opinions, feelings, and attitudes. If you are self-confident, it is easier to be assertive with people. An assertive team leader might say, "I know that the ice storm put us out of business for 4 days, but we can make up the time by working smart and pulling together. Within 30 days, we will have met or surpassed our goals for the quarter." This statement reflects self-confidence in her leadership capabilities and assertiveness in expressing exactly what she thinks.

Assertiveness helps leaders perform many tasks and achieve goals. Among them are confronting group members about their mistakes, demanding higher performance, and setting high expectations. An assertive leader will also make legitimate demands on higher management, such as asking for equipment needed by the group. A recent experiment with students suggested that being assertive in the form of talking loudly and frequently is often perceived to be a leadership quality. The study indicated that individuals who have the tendency to behave in assertive and self-assured ways attain influence because such behavior makes them appear confident. However, being dominant is not sufficient for being perceived as a leader over time. You need to back up loud talk with constructive actions.<sup>[10]</sup>

To be assertive differs significantly from being aggressive or passive (or nonassertive). Aggressive people express their demands in an overly pushy, obnoxious, and abrasive manner. Passive people suppress their own ideas, attitudes, feelings, and thoughts as if they were likely to be perceived as controversial. Nonassertive people are also too accommodating. A series of three studies with a variety of workers indicated that leaders with moderate assertiveness were considered more effective than leaders low (passive) or high (aggressive) in this trait.<sup>[11]</sup>

Developing assertiveness is much like attempting to become less shy. You must force yourself to take the opportunity to express your feelings and demands. For example, if

### **assertiveness**

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Being forthright in expressing demands, opinions, feelings, and attitudes.

something a teammate does annoys you, make the statement, "I enjoy working with you in general, but what you are doing now annoys me." You can also practice expressing positive emotion, such as telling a coworker, "I'm happy that you and I are working on this project together, because I like your approach to work."

Expressing demands is easier for most people to practice than expressing feelings. People who do start expressing their demands are often surprised at the result. For example, if you are contemplating the purchase of an item that is beyond your budget, try this statement: "I like this product very much. Yet all I have to spend is \$100 below your asking price. Can we do business?" For a reading on your own level of assertiveness, do Self-Assessment Quiz 10-1.

### The Assertiveness Scale

**Directions:** Check whether each of the following statements is mostly true or mostly false as it applies to you. If in doubt about your reaction to a particular statement, think of how you would generally respond.

	<i>Mostly true</i>	<i>Mostly false</i>
1. It is extremely difficult for me to turn down a sales representative if he or she is a nice person.	_____	_____
2. I express criticism freely.	_____	_____
3. If another person were being very unfair, I would bring it to his or her attention.	_____	_____
4. Work is no place to let your feelings show.	_____	_____
5. There's no use in asking for favors; people get what they deserve.	_____	_____
6. Business is not the place for tact; say what you think.	_____	_____
7. If a person looked as if he or she were in a hurry, I would let that person in front of me in a supermarket line.	_____	_____
8. A weakness of mine is that I'm too nice a person.	_____	_____
9. I usually give other people what they want rather than do what I think is best, just to avoid an argument.	_____	_____
10. If I was trying to study in a library and the person next to me was talking loudly on her phone, I would bring my problem to his or her attention.	_____	_____
11. People would describe me as too outspoken.	_____	_____
12. I am quite willing to return merchandise that I find has even a minor blemish.	_____	_____
13. I dread having to express anger toward a coworker.	_____	_____
14. People often say that I'm too reserved and emotionally controlled.	_____	_____
15. Nice guys and gals finish last in business.	_____	_____
16. I fight for my rights down to the last detail.	_____	_____
17. I have no misgivings about returning an overcoat to the store if it doesn't fit me right.	_____	_____
18. After I have an argument with a person, I try to avoid him or her.	_____	_____
19. I insist on my spouse (or roommate or partner) doing his or her fair share of undesirable chores.	_____	_____
20. It is difficult for me to look directly at another person when the two of us are in disagreement.	_____	_____
21. I have cried among friends more than once.	_____	_____
22. If someone near me at a movie kept up a conversation with another person, I would ask him or her to stop.	_____	_____
23. I am able to turn down social engagements with people I do not particularly care for.	_____	_____
24. It is in poor taste to express what you really feel about another individual.	_____	_____
25. I sometimes show my anger by swearing at or belittling another person.	_____	_____
26. I am reluctant to speak up at a meeting.	_____	_____
27. I find it relatively easy to ask friends for small favors, such as giving me a ride to work while my car is being repaired.	_____	_____

28. If another person was talking very loudly in a restaurant and it bothered me, I would inform that person. \_\_\_\_\_
29. I often finish other people's sentences for them. \_\_\_\_\_
30. It is relatively easy for me to express love and affection toward another person. \_\_\_\_\_
- Total Score \_\_\_\_\_

**Scoring and Interpretation:** The answers for determining your assertiveness are as follows:

- |                 |                  |                  |                  |
|-----------------|------------------|------------------|------------------|
| 1. Mostly false | 9. Mostly false  | 17. Mostly true  | 25. Mostly true  |
| 2. Mostly true  | 10. Mostly true  | 18. Mostly false | 26. Mostly false |
| 3. Mostly true  | 11. Mostly true  | 19. Mostly true  | 27. Mostly true  |
| 4. Mostly false | 12. Mostly true  | 20. Mostly false | 28. Mostly true  |
| 5. Mostly false | 13. Mostly false | 21. Mostly true  | 29. Mostly true  |
| 6. Mostly true  | 14. Mostly false | 22. Mostly true  | 30. Mostly true  |
| 7. Mostly false | 15. Mostly true  | 23. Mostly true  |                  |
| 8. Mostly false | 16. Mostly true  | 24. Mostly false |                  |

Score yourself a +1 for each of your answers that agrees with the scoring key. If your score is 15 or less, it is probable that you are currently nonassertive. A score of 16 through 24 suggests that you are assertive. A score of 25 or higher suggests that you are aggressive. Retake this quiz about 30 days from now to give yourself some indication of the stability of your answers. You might also discuss your answers with a close friend to determine whether that person has a similar perception of your assertiveness.

## Trustworthiness and Morality

Group members consistently believe that leaders must display honesty, integrity, and credibility—and therefore be trustworthy. Right Management Consultants conducted a survey of 570 employees in which they found the white-collar workers value honesty and integrity in a manager more than any other trait. When asked, “What is the most important trait or attribute that the leader of your company should possess?” 24 percent of the survey participants cited honesty, and 16 percent named integrity/morals and ethics.<sup>[12]</sup> Leaders themselves believe that honesty makes a difference in their effectiveness.

It is almost an axiom in leadership studies that integrity is important for effective leadership. (Leaders who are trustworthy typically have high integrity.) Like most concepts in human relations, *integrity* has several connotations. Yet, the two key meanings of *integrity* are (a) consistency of words and deeds and (b) being true to oneself.<sup>[13]</sup> Being true to oneself refers to sticking with one's principles, such as a sales manager who preaches high ethics not giving kickbacks to customers for the purpose of closing a sale.

Being honest with team members helps build trust, which in turn leads to good cooperation and team spirit. In recent years, trust in business leaders has been damaged by financial scandals in well-known companies. Executives in those companies enriched themselves by selling company stock just before the time they correctly forecast that the stock price would tumble. At the same time, the executives encouraged employees not to sell their stock, or to purchase more. Also, records were falsified in order to enhance the value of stock purchases by executives.

To trust group members, the leader has to be willing to give up some control over them, such as letting group members make more decisions and not challenging their expense accounts. The following anecdote, told by Fred Smith, the founder of FedEx, illustrates what trust can mean in an organization:

*A blizzard shut down a radio relay located on top of a mountain, cutting phone service to several FedEx offices. The phone company said it would take five days to repair the problem. On his own, a FedEx telecommunications expert named Hal chartered a helicopter to get to the site. The pilot was unable to land, but he got close enough to the ground for Hal to jump safely. Hal slogged through the deep snow and fixed the problem.*



According to Smith, Hal went to such great lengths to keep the organization going because there was mutual trust between employer and employee. Hal knew he would not be reprimanded for going to such expense to fix the telephone problem.<sup>[14]</sup>

Being moral is closely linked to trustworthiness because a moral leader is more likely to be trusted. A leader with high morality would perceive that he or she had an ethical responsibility to group members, as well as outsiders.<sup>[15]</sup> The moral leader would therefore not give preferential treatment to workers with whom he had an outside-of-work friendship. At the same time, the moral leader would not try to fool customers or make up false excuses for not paying bills on time to suppliers.

A highly recommended way of communicating trustworthiness is through setting a good example. Alan Deutschman, a leadership consultant, argues that leaders are most effective when they rely on the power of their example. A classic example is that Ray Kroc, the founder of McDonald's, listed cleanliness as one of the chain's three key values (along with service and quality). An employee remembered Kroc personally picking up trash around the restaurant and scraping up gum with a putty knife.<sup>[16]</sup>

Chapter 15, about ethical behavior skills, provides details about honesty on the job. Being honest is an effective way of getting others to trust you. A starting point in developing a strong sense of honesty and morality is to follow a variation of the Golden Rule: Be as honest with others as you want them to be with you.

## Sense of Humor

A sense of humor is on the borderline between being a trait or a behavior. However you classify it, the effective use of humor is considered an important part of a leader's role. Humor serves such functions in the workplace as relieving tension and boredom and defusing hostility. Because humor helps the leader dissolve tension and defuse conflict, it helps him or her exert power over the group. A study conducted in a large financial institution indicated that leaders who made frequent use of humor had higher performing units. (Another interpretation is that it's easier to laugh when the group is performing well!) Among the forms of humor used by the managers were "[using] humor to take the edge off during stressful periods" and "[making] us laugh at ourselves when we are too serious."<sup>[17]</sup>

Self-effacing humor is the choice of comedians and organizational leaders alike. When you are self-effacing, nobody else is insulted or slighted, yet a point can be made. A marketing executive at Gateway (now part of Acer Computer) said a few years ago to a subcontractor, "I want you people to design photo software so uncomplicated that even managers at my level could learn how to use it."

Creativity is required for humor. Just as creativity can be enhanced with practice, so can a sense of humor. To gather some experience in making humorous comments in the workplace, do Skill-Building Exercise 10-1.

### SKILL-BUILDING EXERCISE 10-1

#### The Witty Leader

Students gather in problem-solving groups of about five to invent humorous comments a leader might make in the following scenarios. After the problem-solving groups have formulated their witty comments, the comments can be shared and compared. Groups also have the option of deciding that a particular scenario is too grim for humor.

**Scenario 1:** A store manager wants to communicate to employees that inventory slippage (merchandise stolen from the store by customers or store associates) has increased to an unacceptable level—twice the industry average.

**Scenario 2:** A leader has to communicate to the group that salaries have been frozen for another year due to limited business. The leader knows that group members have been eagerly awaiting news about the salary increase.

**Scenario 3:** Due to an unprecedented surge in orders, all salaried personnel will be required to work about 65 hours per week for the next 10 weeks. Furthermore, the office and factory must be staffed on Saturdays and Sundays.

**Scenario 4:** A consulting firm that specializes in helping companies downsize their workforce has seen the demand for its services decline substantially in recent months. The company must therefore downsize itself. The company founder has to announce the layoff decision to the company.

Observers might rate the attempts at humor on a 1 (low) to 10 (high) scale. Observe also if any of the role players made you laugh.

## Self-Awareness and Self-Objectivity

Effective leaders are aware of their strengths and limitations. This awareness enables them to capitalize upon their strengths and overcome their weaknesses. A leader, for example, might realize that he or she is naturally distrustful of others. Awareness of this problem cautions the leader to not distrust people without good evidence. Another leader might realize that he or she is adept at counseling team members. This leader might then emphasize that activity in an effort to improve performance. Self-objectivity refers to being detached or nonsubjective about your perceived strengths and limitations.

Another way in which self-awareness and self-objectivity contribute to leadership effectiveness is that these traits help a person become an authentic leader. Such a leader demonstrates passion for his or her purpose, practices values consistently, and leads with the heart as well as the head. Instead of being a phony, or acting out of character, the person is a genuine. Authenticity helps the leader be perceived as trustworthy.<sup>[18]</sup> "Being yourself" thus contributes to leadership effectiveness assuming that you have personal qualities, such as those presented in this chapter, that facilitate leadership. Mary, the leader described in the chapter opener, appears to be an authentic leader.

You can enhance your self-awareness and self-objectivity by regularly asking for feedback from others. You then compare the feedback to your self-perception of your standing on the same factor. You might, for example, think that you communicate in colorful, interesting terms. In speaking to others about your communication style, you might discover that others agree. You can then conclude that your self-awareness about your communication skills is accurate.

Another technique for improving self-awareness and self-objectivity is to take several self-examination exercises, such as those found in this text. Even if they do not describe you exactly, they stimulate you to reflect on your characteristics and behaviors.

## Cognitive Skills Including Critical Assessments

Mental ability, as well as personality, is important for leadership success. To inspire people, bring about constructive changes, and solve problems creatively, leaders need to be mentally sharp. Problem-solving and intellectual skills are referred to collectively as **cognitive factors**. The term *cognition* refers to the mental process or faculty by which knowledge is gathered.

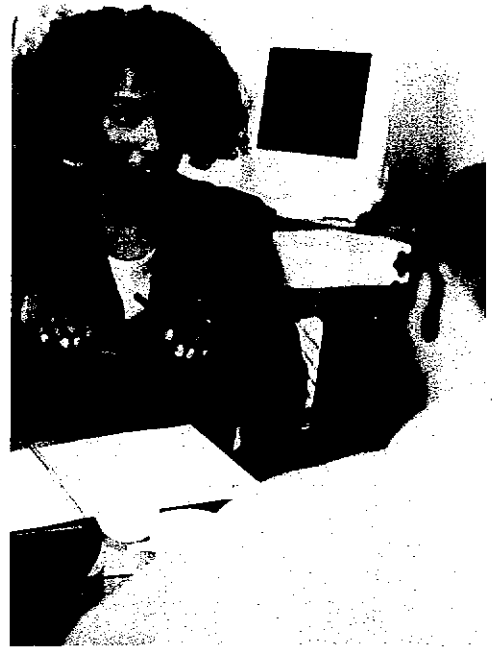
### **cognitive factors**

The collective terms for problem-solving and intellectual skills.

**Knowledge of the Business.** A major reason that cognitive skills have increased in importance for leadership is that they enable the leader to acquire knowledge. The processing of knowledge is now considered to be the *core competence* (key ability) of organizations. The leader's role is to both originate useful ideas and collect them from smart people throughout the organization.<sup>[19]</sup> Two cognitive skills were discussed in Chapter 2: cognitive ability and the personal factor of openness to experience. Another cognitive skill of major importance is *knowledge of the business*, or technical skill. An effective leader has to be technically or professionally competent in some discipline, particularly when leading a group of specialists. It is difficult for the leader to establish rapport with group members when he or she does not know what they are doing. A related damper on leadership effectiveness is when the group does not respect the leader's technical skill.

One of a large number of examples of how knowledge of the business is helpful for occupying a leadership position these days took place at the Cadillac division of General Motors Co. Vehicle designer Bryan Nesbitt was appointed to head the Cadillac brand. Typically, marketing and sales executives were chosen to head brands. Nesbitt had built a positive reputation when he designed the Chrysler PT Cruiser.<sup>[20]</sup> Such close knowledge of the business was thought necessary for the prosperity (or perhaps survival) of the Cadillac.

**Critical Assessments.** Another major reason cognitive skills are so important for leadership is that they facilitate making critical assessments, or thinking critically, about challenges facing the group or entire organization. You will recall that critical thinking refers to making a judgment after analytically evaluating a problem. Almost any course you have ever taken is supposed to improve your critical thinking ability. Making a critical



assessment often boils down to sizing up a situation, and analyzing how the group can profit from this situation. Muhtar Kent, the CEO of Coca-Cola, is effective at making critical assessments, as illustrated in his analysis of how the future is bright for Coca-Cola, as follows:

Kent insists that the beverage industry is better positioned than many other businesses to weather economic difficulties. He says rapid urbanization and blossoming of the middle class in big emerging nations are juicing demand for on-the-go beverages. So many people are moving to urban centers that it's like "adding a city the size of New York to the world every three months."<sup>[21]</sup> (We might add to Kent's analysis that there are many more outlets for Coca-Cola brands in cities than rural areas.)

**Independent Decision Making.** High intelligence is particularly important for leaders, when they have the opportunity to make decisions by themselves and provide direction (such as giving technical instructions) to group members.<sup>[22]</sup> Problem-solving ability is less important when the leader delegates most of his or her responsibilities to others (or empowers them). High intelligence is important for three major aspects of the leader's job. One aspect is dealing with tasks, such as developing ideas for cost cutting. A second aspect is working with and through other people, or the human relations focus. The third is judging oneself and adapting one's behavior accordingly as in self-awareness and self-objectivity.<sup>[23]</sup>

Increasing one's mental ability, or raw intelligence, may not be easy to accomplish. Yet, people can develop their cognitive skills by continuous study and by working on challenging problems. The mere act of keeping up with developments in your field can keep you mentally sharp. The comments about enhancing cognitive skills in Chapter 2 are also relevant here.

## Emotional Intelligence

Emotional intelligence, as described in Chapter 2, refers to the ability to recognize your emotions and those of people around you. Emotional intelligence also refers to being able to work effectively with the emotions of others to resolve problems, including listening and empathizing. As such, emotional intelligence is a blend of psychological skills that enable the leader to relate effectively to people. Research conducted by Daniel Goleman in many different firms suggests that superb leaders all have one trait in common: superb emotional intelligence.<sup>[24]</sup> A specific example is that an effective manager or leader can often recognize the motives behind an employee's actions.

*Visualize yourself as a team leader. Vanessa, one of the team members, says to you, "I'm worried about Rick. I think he needs help. He looks like he has a drinking problem." If you have good emotional intelligence, you might think to yourself, "I wonder why Vanessa is telling me this. Is she simply being helpful? Or is she out to backstab Rick?" Therefore, you would seek some tangible evidence about Rick's alleged problem before acting. You would also seek to spend more time with Vanessa so you can better understand her motives.*

*With much less emotional intelligence, you would immediately get in touch with Rick, accuse him of having a drinking problem, and tell him to get help or get fired.*

Emotional intelligence is also reflected in a leader who incorporates the human touch into business activities, such as building personal relationships with employees and customers. Several years ago, Robert A. Eckert was recruited from Kraft Foods to become chair and CEO of toy maker Mattel. At that time Mattel was in deep financial trouble, and key managers were leaving the company. Eckert moved quickly to bring the famous toy manufacturer back to health. The first steps he took were to share meals with employees in the company cafeteria at every opportunity. During these lunches, he engaged in candid dialogue with employees chosen at random. He reassured employees that their personal growth and development was a major part of his plans for rebuilding Mattel.

Eckert notes, "In this case the emotional intelligence I'd developed over the years was even more important to my success than my traditional, analytical management skills were."<sup>[25]</sup>

Leaders with emotional intelligence are in tune with the thoughts and emotions of their own and those of other people. The emotionally intelligent leader recognizes that emotions are contagious, such as optimists making other workers optimistic, and pessimists making other workers pessimistic. At the same time, these leaders know that their own emotions are powerful drivers of their group member's moods, and ultimately performance<sup>[26]</sup>

Emotional intelligence can be developed through working on some of its components, as described in Chapter 2. It is also important to develop the habit of looking to understand the feelings and emotions of people around you. Ask yourself, "How do I feel about what's going on here?" When you have a hunch about people's motives, look for feedback in the future to see if you were right. For example, a little investigation might indicate that Vanessa and Rick are indeed rivals and have a personality clash.

## Passion and Enthusiasm

A prominent characteristic of effective leaders is the passion and enthusiasm they have for their work, much like the same quality in creative people. The passion reflects itself in such ways as an intense liking for the business, the customers, and employees. Passion is also reflected in a relentless drive to get work accomplished, and an obsession for achieving company goals. Passion for their work is especially evident in entrepreneurial leaders and small-business owners who are preoccupied with growing their businesses. Many leaders use the term *love* to describe their passion for their work, business, and employees.

Passion and enthusiasm are particularly evident among entrepreneurial leaders. When business founders talk about their products or service, you can hear the excitement in their voices. A representative comment by an entrepreneur is "I love what I do, so it isn't work at all."<sup>[27]</sup>

To display passion and enthusiasm for your work, you must first find work that creates an inner spark. The work that you choose should be equally or more exciting than your favorite pastime. If not everything about your job excites you, search for its most satisfying or intrinsically motivating elements. For example, the Mattel executive described above is so excited about the interpersonal aspects of his work that his passion inspires employees.

## Self-Sacrificing Personality

A final trait to be discussed here that contributes to leadership effectiveness is a **self-sacrificing personality**—a tendency to be more concerned about the welfare and interests of others than those of oneself. The self-sacrificing personality translates into a behavior while occupying a leadership role, because the leader acts in the best interest of group members. The self-sacrificing leader is sometimes referred to as a servant leader because his or her primary focus is to serve the group.

Leaders with a self-sacrificing personality are ethical and often forgo personal interests in order to focus on the mission and purpose of the group. Such a leader would be more concerned about the group having high morale and being productive than getting a large financial bonus. Self-sacrificing leaders often engage in personally risky behaviors to benefit the group. An example would be taking the risk of going over-budget to purchase appropriate furnishings for the employee lounge, thereby maintaining morale. A leader with a self-sacrificing personality is typically a good role model for the group in terms of focusing more on the needs of others than being self-centered.<sup>[28]</sup>

### self-sacrificing personality

A tendency to be more concerned about the welfare and interests of others than those of oneself.



## SUGGESTIONS FOR DEVELOPING CHARISMA

### LEARNING OBJECTIVE 2

#### Charisma

A special quality of leaders whose purposes, powers, and extraordinary determination differentiate them from others. (However, people besides leaders can be charismatic.)

The study of leadership in recent years has emphasized the importance of inspirational leaders who guide others toward great heights of achievement. Such leaders are said to possess **charisma**, a special quality of leaders whose purposes, powers, and extraordinary determination differentiate them from others.<sup>[29]</sup> Being charismatic can make a leader's job easier, because leaders have to energize group members.<sup>[30]</sup>

An important fact about charisma is that it reflects a subjective perception on the part of the person being influenced. Many people regard a leader such as Steve Jobs of Apple Corp. as being powerful and inspirational, and he is regarded as one of the key business leaders of the century. Yet he is also disliked by many people who consider him to be arrogant, prone to throwing temper tantrums, and a control freak. He has also been involved in legally questionable ways of compensating himself and other members of his team by changing the dates on stock options, thereby guaranteeing a big payoff.

The term *charisma* is most frequently used in association with nationally and internationally known leaders. Yet first-level supervisors, team leaders, and minor sports coaches can also be charismatic. Possessing a naturally dynamic personality is a major contributor to charisma, but a person can engage in many tangible actions that also contribute to charisma. Following are a number of suggestions for behaving charismatically, all based on characteristics and behaviors often found among charismatic leaders. If you are not currently a leader, remember that being perceived as charismatic will help you become one.

1. **Communicate a vision.** A charismatic leader offers an exciting image of where the organization is headed and how to get there. A vision is more than a forecast because it describes an ideal version of the future of an entire organization or an organizational unit such as a department. Richard Branson, the colorful British entrepreneur, has inspired hundreds of employees with his vision of the Virgin brand being a leader in dozens of fields. Among his accomplishments to reach this vision are the Virgin Atlantic airline, Virgin Megastores, and Virgin Cinema. The supervisor of paralegal services might communicate a vision such as "Our paralegal group will become known as the most professional and helpful paralegal group in Arizona." A visionary leader should also have the courage to communicate the vision to others, and to help implement the vision.<sup>[31]</sup> For the paralegal supervisor, part of implementing the vision might be teaching new technology skills to the paralegals.

An important part of communicating a vision for good effect is to be clear about what needs to be done to build a better future, even if the future is next week. Based on his study of some of the world's most successful business leaders, Marcus Buckingham concludes that the leader should define the future in vivid terms so that people can see where they are headed.<sup>[32]</sup>

Skill-Building Exercise 10-2 will give you a chance to develop visioning skills (a buzzword in business).

2. **Make frequent use of metaphors and analogies.** To inspire people, the charismatic leader uses colorful language and exciting metaphors and analogies. Develop metaphors to inspire people around you. A metaphor commonly used after a group has suffered a setback is, "Like the phoenix, we will rise from the

### SKILL-BUILDING EXERCISE 10-2

#### Creating a Vision

The class organizes into small problem-solving groups. Each group constructs a vision for a unit of an organization or for a total organization of its choosing. Students can choose a well-known business firm, government agency, or an organization with which they are familiar. The vision should be approximately 25 words long and depict a glorious future. A vision is not simply a straight-

forward goal, such as "In 2013 our firm will gross \$10 million in sales." Remember, the vision statement you draw should inspire people throughout the organization.

If class time permits, volunteers can share their visions with other class members who will provide feedback on the clarity and inspirational qualities of the visions presented.

## BACK TO THE OPENING CASE

Several of Mary DiSalvo's leadership qualities were mentioned in the opening case. She also is a leader with vision. She says, "As food product safety becomes more of an issue in our world, the

importance of secure labeling and packaging will multiply, and our company will be at the forefront."



ashes of defeat." To pick up the spirits of her maintenance group, a maintenance supervisor told the group, "We're a lot like the heating and cooling system in a house. A lot of people don't give us much thought, but without us their lives would be very uncomfortable."

3. **Inspire trust and confidence.** Make your deeds consistent with your promises. As mentioned earlier in this chapter, being trustworthy is a key leadership trait. Get people to believe in your competence by making your accomplishments known in a polite, tactful way. The *socialized charismatic* is likely to inspire trust and confidence because such a leader is ethical and wants to accomplish activities that help others rather than pursuing personal ends such as glory and power.<sup>[33]</sup>
4. **Be highly energetic and goal oriented.** Impress others with your energy and resourcefulness. To increase your energy supply, exercise frequently, eat well, and get ample rest. Closely related to being goal oriented is being optimistic about what you and the group can accomplish. People also associate optimism with energy. Being grumpy is often associated with being low on energy. You can add to an image of energy by raising and lowering your voice frequently, and avoiding a slow pace.
5. **Be emotionally expressive and warm.** A key characteristic of charismatic leaders is the ability to express feelings openly. Assertiveness is therefore an important component of charisma. In dealing with team members, refer to your feelings at the time, such as "I'm excited because I know we are going to hit our year-end target by mid-October." A study with firefighters showed that leaders who were perceived to be charismatic contributed to the happiness of the group particularly when the leader expressed positive emotion and had a positive outlook.<sup>[34]</sup>

Nonverbal emotional expressiveness, such as warm gestures and occasional touching (nonsexual) of group members, also exhibits charisma. Remember, however, that many people resent being touched when at work. Frequent smiling is another way of being emotionally expressive. Also, a warm smile seems to indicate a confident, caring person, which contributes to a perception of charisma.
6. **Make ample use of true stories.** An excellent way of building rapport is to tell stories that deliver a message. People like to hear stories about how a department or company went through hard times when it started, such as how Dell Computer began in a dormitory room at the University of Texas. Telling positive stories has become a widely accepted technique for building relationships with employees. Storytelling adds a touch of warmth to the teller and helps build connections among people who become familiar with the same story.
7. **Be candid and direct.** Practice being direct in saying what you want, rather than being indirect and evasive. If you want someone to help you, don't ask, "Are you busy?" Instead, ask, "Can you help me with a problem I'm having right now?"
8. **Make everybody you meet feel that he or she is important.** For example, at a company social gathering, shake the hand of every person you meet. Also, thank people frequently both orally and by written notes.
9. **Multiply the effectiveness of your handshake.** Shake firmly without creating pain, and make enough eye contact to notice the color of the other person's eyes. When you take that much trouble, you project care and concern.<sup>[35]</sup>

“ The biggest leadership lesson I learned, and I learned it in the Army, is the importance of small gestures. Little things like saying ‘please’ and ‘thank you’—just the basic respect that people are due, or sending personal notes. I spend a lot of time sending personal notes.”

—Gary E. McCullough,  
president and chief  
executive of the Career  
Education Forum.<sup>[36]</sup>

10. Stand up straight and use other nonverbal signals of self-confidence. Practice good posture. Minimize fidgeting, scratching, foot tapping, and speaking in a monotone. Walk at a rapid pace without appearing to be panicked. Dress fashionably without going to the extreme that people notice your clothes more than they notice you.
11. Be willing to take personal risks. Charismatic leaders are typically risk takers, and risk taking adds to their charisma. Risks you might take would include extending additional credit to a start-up business, suggesting a bright but costly idea, and recommending that a former felon be given a chance in your firm.
12. Be self-promotional. Charismatic leaders are not shy. Instead, they toot their own horns and allow others to know how important they are. Without appearing self-absorbed, you, too, might let others know of your tangible accomplishments. Explain to others the key role that you played on your team or how you achieved a few tough goals.

Despite the importance of developing charisma, being excessively and flamboyantly charismatic can backfire because others may perceive you as self-serving. Therefore, the idea is to sprinkle your charisma with humility, such as admitting when you make a mistake. Also, in recent years top-level management at some companies have replaced high charismatic, rock-star-like leaders with those who concentrate more on running the business instead of gathering publicity for themselves.

## DEVELOPING TEAM LEADERSHIP SKILLS

### LEARNING OBJECTIVE 3

#### participative leadership

Sharing authority with the group.

As organizations rely heavily on teams, some of the best opportunities for practicing leadership occur as a team leader. A team leader typically reports to a higher level manager. The team leader is not a boss in the old-fashioned sense, but a facilitator or coach who shares decision making with team members. (A facilitator is a person who helps make things happen without taking control.) A team leader practices participative leadership, or sharing authority with the group. Being a participative leader does not mean that the leader just stays out of the way and provides no guidance or encouragement to team members. Research conducted with Norwegian companies supports the belief that danger lurks in the hands of leaders who turn over all responsibility to the group. Employees who received almost no direction from their boss suffered from role ambiguity—confusion about what needs to be done. As a result, these employees suffered from stress, and often found themselves in conflict with each other, including bullying.<sup>[37]</sup> (The conflict and bullying may have stemmed from workers in dispute over who should do what.)

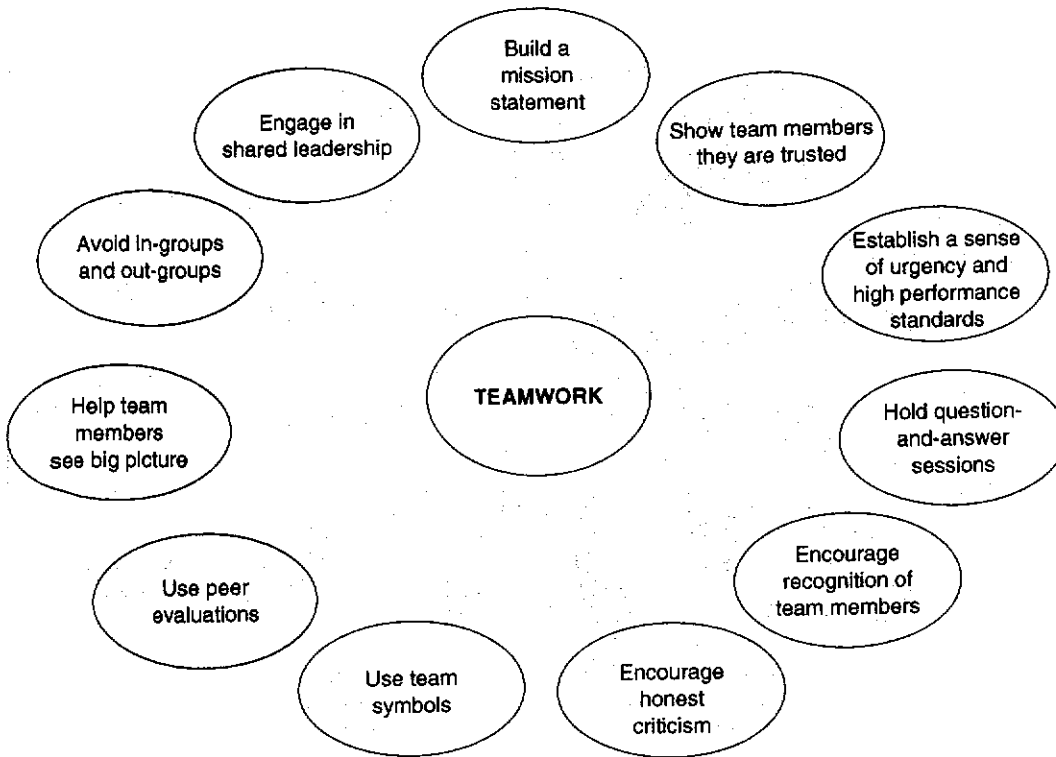
Self-Assessment Quiz 10-2 gives you an opportunity to gauge your attitudes toward being a participative leader. We will next discuss 10 techniques that would contribute to your effectiveness as a team leader, as outlined in Figure 10-2.

### Engage in Shared Leadership

A major initiative for building teamwork is for the team leader to share, or distribute, leadership responsibilities among group members, depending on the task facing the group. So-called *collective leadership* is a reality of the modern workplace. Few leaders have enough skills to provide effective leadership in all situations.<sup>[38]</sup> The team leader might ask Ruby, who is skilled getting budget approvals, to take leadership of the budget project. Another time the team leader might ask Eric to take leadership on a project for recapturing lost customers because he is effective at damage control.

Research conducted by Craig L. Pearce and his associates at the Graduate School of Management at the University of California suggests that teams that perform poorly are often dominated by the team leader. In contrast, high-performing teams have a shared leadership structure. Part of the team's success can be attributed to the team spirit stemming from the shared leadership. If the organizational or national culture does not favor shared leadership, the good results might not be forthcoming.<sup>[39]</sup>

**FIGURE 10-2 Developing Teamwork**



**SELF-ASSESSMENT QUIZ 10-2**

**What Style of Leader Are You or Would You Be?**

**Directions:** Check whether each of the following questions is mostly true or mostly false, keeping in mind what you have done, or think you would do, in the scenarios and attitudes described.

	<i>Mostly true</i>	<i>Mostly false</i>
1. I am more likely to take care of a high-impact assignment myself than turn it over to a group member.	_____	_____
2. I would prefer the analytical aspects of a manager's job rather than working directly with group members.	_____	_____
3. An important part of my approach to managing a group is to keep the members informed almost daily of any information that could affect their work.	_____	_____
4. It's a good idea to give two people in the group the same problem, and then choose what appears to be the best solution.	_____	_____
5. It makes good sense for the leader or manager to stay somewhat aloof from the group, so he or she can make a tough decision when necessary.	_____	_____
6. I look for opportunities to obtain group input before making a decision, even on straightforward issues.	_____	_____
7. I would reverse a decision if several of the group members presented evidence that I was wrong.	_____	_____
8. Differences of opinion in the work group are healthy.	_____	_____
9. I think that activities to build team spirit, like the team fixing up a low-income family's house on a Saturday, are an excellent investment of time.	_____	_____
10. If my group were hiring a new member, I would like the person to be interviewed by the entire group.	_____	_____

*(Continued)*



- |  |             |       |
|--|-------------|-------|
| 11. An effective team leader today uses e-mail or text messaging for about 98 percent of communication with team members.                                | _____       | _____ |
| 12. Some of the best ideas are likely to come from the group members rather than the manager.  | _____       | _____ |
| 13. If our group were going to have a banquet, I would get input from each member on what type of food should be served.                                 | _____       | _____ |
| 14. I have never seen a statue of a committee in a museum or park, so why bother making decisions by a committee if you want to be recognized?           | _____       | _____ |
| 15. I dislike it intensely when a group member challenges my position on an issue.   | _____       | _____ |
| 16. I typically explain to group members what method they should use to accomplish an assigned task.   | _____       | _____ |
| 17. If I were out of the office for a week, most of the important work in the department would get accomplished anyway.                                  | _____       | _____ |
| 18. Delegation of important tasks is something that would be (or is) very difficult for me.  | _____       | _____ |
| 19. When a group member comes to me with a problem, I tend to jump right in with a proposed solution.  | _____       | _____ |
| 20. When a group member comes to me with a problem, I typically ask that person something like, "What alternative solutions have you thought of so far?" | _____       | _____ |
|  | Total Score | _____ |

**Scoring and Interpretation:** The answers for determining what style of leader you are (or would be) are as follows:

- |                 |                 |                  |                  |
|-----------------|-----------------|------------------|------------------|
| 1. Mostly false | 6. Mostly true  | 11. Mostly false | 16. Mostly false |
| 2. Mostly false | 7. Mostly true  | 12. Mostly true  | 17. Mostly true  |
| 3. Mostly true  | 8. Mostly true  | 13. Mostly true  | 18. Mostly false |
| 4. Mostly false | 9. Mostly true  | 14. Mostly false | 19. Mostly false |
| 5. Mostly false | 10. Mostly true | 15. Mostly false | 20. Mostly true  |

If your score is 15 or higher, you are most likely (or would be) a participative or team style leader. If your score is 5 or lower, you are most likely (or would be) an authoritarian style leader.

**Skill Development:** The quiz you just completed is also an opportunity for skill development. Review the 20 questions, and look for implied suggestions for engaging in participative leadership. For example, question 20 suggests that you encourage group members to work through their own solutions to problems. If your goal is to become an authoritarian (one who makes decisions primarily on his or her own), the questions can also serve as useful guidelines. For example, question 19 suggests that an authoritarian leader looks first to solve problems for group members.

## Build a Mission Statement

An early point in developing teamwork is to specify the team's mission. The mission should contain a specific goal and purpose, and it should be optimistic and uplifting. Here is an example from a service team at a Volvo dealership:

*To plan and implement a level of automobile service and repair of the highest quality, at a competitive price, that will delight customers and retain their loyalty.*

The leader can help develop the mission statement when the team is first formed or at any other time. Developing a mission statement for a longstanding team breathes new life into its activities. Being committed to a mission improves teamwork, as does the process of formulating a mission statement. Skill-Building Exercise 10-3 gives you practice in developing a mission statement for a team.

## Show Your Team Members That They Are Trusted

An effective leader is perceived as honest and trustworthy, and he or she trusts team members. The leader should recognize and reward ethical behavior, particularly when there is

## Developing a Team Mission Statement

The class organizes into teams of about six people and appoints a team leader. Each team plays the role of a specific team within a company, government agency, or hospital. An example would be the customer service team at a utility company. The task is to develop a mission statement approximating the type described in the text. The team leader might also take notes for the group.

Remember that a mission statement contains a goal and a purpose, and it is uplifting and optimistic. Allow about 15 minutes for preparing the mission statements. The groups then compare mission statements. One representative from each group presents the mission statements to the rest of the class.

a temptation to be dishonest—such as not reporting a quality defect to a customer or cheating on tax returns. Raise expectations of honesty by telling group members you are confident that they will act in ways that bring credit to the organization.<sup>[40]</sup>

A practical way of demonstrating trust in group members is to avoid closely monitoring their work, and second-guessing their decisions about minor matters such as the best type of border for a report. A micromanager is one who closely monitors most aspects of group members' activities, sometimes to the point of being a control freak. As a result, the group members do not feel that the leader or manager trusts them to make even the smallest decisions. One manager checked travel Web sites himself for the best deal after a team member booked plans for a business trip. As a result, team members felt that they were not trusted to care about the financial welfare of the company.

Keep in mind that some micromanagers are successful even if micromanagement can hamper teamwork. Mickey Drexler, the former CEO of Gap, and now CEO of J. Crew, admits to being a control freak, happiest when he is involved in the smallest details of J. Crew's merchandise.<sup>[41]</sup>

## Establish a Sense of Urgency and High Performance Standards

To build teamwork, members need to believe that the team has urgent, constructive purposes. A demanding performance challenge helps create and sustain the team. Team members also want to know exactly what is expected of them. The more urgent and relevant the rationale, the more likely it is that the team will perform well.<sup>[42]</sup> Based on this information, as a team leader you might project a sense of urgency and encourage setting high goals.

## Hold Question-and-Answer Sessions with the Team

An effective way of demonstrating participative or team leadership is to hold question-and-answer sessions with team members. Both leader and members ask and answer questions, such as "How can we make an even bigger contribution to the company?" The Quality Department at Delta Dental Plan of California used question-and-answer sessions with success. The process not only boosted morale and made managers more accessible to employees, but also yielded more than 1,000 employee suggestions in the first year. The department head said, "This program totally revolutionized the company. Now employees from other divisions are eager to work in our department."<sup>[43]</sup>

## Encourage Team Members to Recognize Each Other's Accomplishments

Members of a high-spirited team look for ways to encourage and praise each other, including the traditional "high five" signifying an important contribution to the team. Encouragement and praise from the team leader is important, but team members also play an important role in giving positive reinforcement to each other. Team spirit develops as members receive frequent positive feedback from each other.

### **micromanager**

One who closely monitors most aspects of group members' activities, sometimes to the point of being a control freak.

**Recognizing Team Accomplishments**

The class organizes into teams of about six, ideally into teams or groups that already worked with each other during the course. If you have not worked with each other, you will have to rely on any impressions you have made of the other members of the team during the course. Team members will be equipped with about six 3 x 5 index cards. However, any other small-size piece of paper will work. Each member of the team thinks carefully about what other members of the team have accomplished during the course, including contribution to team problem-solving, class participation, or perhaps some accomplishment outside of class.

Assume that you have six members on the team. Prepare a card for each member by jotting down whatever accomplishments you have observed of the other team members. Each person therefore prepares five cards that will be handed to the person named on the card, and then given to that person. Each team member will receive five "accomplishment cards," one from each of the other five members. Each member studies his or her accomplishment cards,

consisting of statements of accomplishments, and perhaps a couple of words of praise. Here are two examples:

*"I like the way you showed up on time for our study group, and were prepared for action. Nice job, Ben."  
"A few times you came up with great ideas in our problem-solving groups. Shauna, you are a really nice team player."*

After all cards have been read carefully, discuss your feelings about their cards and their potential contribution to teamwork. Cover observations, such as the following:

- How much closer to the group do you feel now?
- How much have your efforts in being a team player paid off?
- How useful a technique would this technique of accomplishment recognition be for a workplace team?
- What potential disadvantages do you see to the technique?

**Encourage Honest Criticism**

A superficial type of camaraderie develops when team members avoid honestly criticizing each other for the sake of group harmony. Avoiding criticism can result in groupthink. As a team leader, you should therefore explain that being a good team player includes offering honest feedback on mistakes and flawed ideas. The team benefits from mutual criticism. A stronger team spirit will develop because team members realize that they are helping each other through honest feedback. An example of honest criticism took place in the shipping department of a manufacturer of small kitchen appliances:

*One member of a customer service team had designed a satisfaction survey to mail to customers. The purpose of the survey was to investigate whether the packing materials were of satisfactory quality. Another member said, "Are you sure you want to do this? Would we just annoy our customers by asking about packing ingredients? Why waste more paper? We've never had a complaint about packing materials."*

The person whose idea was challenged was miffed at first, but then expressed appreciation. She said, "I guess I went a little overboard on trying to measure customer satisfaction. Maybe we should save our survey dollars for a more important issue."

**Use Team Symbols**

Teamwork on the athletic field is enhanced by team symbols, such as uniforms and nicknames. The term "Lady Vols," for example, deserves some credit for contributing to the mystique of the University of Tennessee women's basketball team. Symbols can also be an effective team builder in business. Trademarks, logos, mottoes, and other indicators of products both advertise the company and signify a joint effort. Company jackets, caps, T-shirts, mugs, ballpoint pens, and business cards can be modified to symbolize a work unit. As a team leader, you might therefore invest part of your team's budget in an appropriate symbol. Use the opportunity to practice participative leadership. Conduct a group problem-solving session to develop a team logo to place on a T-shirt or cap.

**Use Peer Evaluations**

In the traditional performance-evaluation system, the manager evaluates group members at regular intervals. With peer-evaluation systems, the team members contribute to the evaluation by submitting evaluations of each other. The evaluations might consist of filling

out rating forms about each other's performance. Sometimes brief essays are written about each other and then synthesized by the team leader.

Peer evaluations contribute to teamwork because team members realize that helping each other becomes as important as helping the boss. Similarly, team members recognize that pleasing each other counts as much as pleasing the boss. A potential disadvantage of peer evaluations, however, is that the group members will agree to give each other outstanding evaluations, or to get even with coworkers they do not like.

As a team leader, you might not have the authority to initiate a peer-evaluation system without first checking with your manager. Making a recommendation for peer input into evaluations might demonstrate that you are committed to participative leadership.

## Help Team Members See the Big Picture

The team is likely to work together more smoothly when members have a clear understanding of how their work contributes to the company. Communicating the mission as described earlier is a good starting point. Showing the team its specific contribution to the overall organization is equally important. As the team leader you might create a flowchart that tracks an order from the time it is taken to when it is delivered. Show the team its role at each step. The team members may be aware how they contribute to the team, but not how the team contributes to the success of the organization.<sup>[44]</sup> The team leader of a shipping department at a distribution center explains to his team regularly, "Let's keep this clearly in mind. A big factor in determining whether a customer stays with us is whether the goods arrive on time and in good shape."

## Minimize Formation of In-Groups and Out-Groups

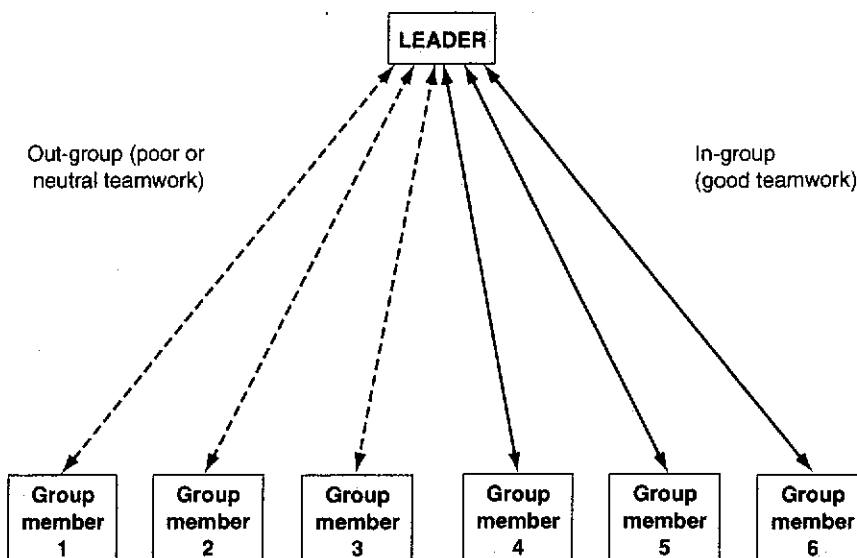
An established leadership theory, the leader-exchange model, provides useful information for the aspiring team leader. According to this theory, leaders establish unique working relationships with group members. By so doing, they create in-groups and out-groups. The in-groups become part of a smoothly functioning team headed by the leader. Out-group members are less likely to experience good teamwork.<sup>[45]</sup> Figure 10-3 depicts the major concept of the leader-exchange model.

The in-group may come about because the leader prefers certain group members and therefore is motivated to form good working relationships with them. Conversely, the leader may neglect to form good relationships with people with whom he or she has limited rapport. First impressions count heavily when the leader decides on who is "in" and who is "out." Team leaders should therefore guard against the formation of out-groups

### leader-exchange model

A theory explaining that group leaders establish unique working relationships with group members, thereby creating in-groups and out-groups.

FIGURE 10-3 The Leader-Member Exchange Model



just because they are not fond of a few team members, or because a given team member gives a poor first impression.

The leader-exchange model does not mean that the team leader should avoid forming unique relationships with team members. What should be avoided is forming an out-group. A study investigated the relationships a group of female sales managers established with both men and women members of their sales groups. Treating members differently based on their needs contributed to leadership effectiveness, such as producing good results.<sup>[46]</sup> An example of a unique relationship would be to give more recognition to a sales representative who craved recognition.

A useful perspective in understanding the importance of developing teamwork is that leaders should be judged in terms of the performance of the teams or organizations they are responsible for.<sup>[47]</sup> Good teamwork helps bring about good team performance.

## DEVELOPING YOUR LEADERSHIP POTENTIAL

### LEARNING OBJECTIVE 4

Much of this book deals directly and indirectly with information that could improve your leadership effectiveness. Chapter 4, on communications, is a case in point. Improving your communications effectiveness would be one way to enhance your ability to lead people. Formal education and leadership development programs also contribute to enhancing leadership potential. (Many such programs include some of the activities found in this chapter.) Here we describe six strategies for developing your leadership potential, in addition to studying and participating in formal programs.

Our approach to developing leadership potential is based on the assumption that leaders are both born and made.<sup>[48]</sup> You need some basic cognitive and personality characteristics to have the potential to be a leader, yet you need to develop these characteristics through experience and practice. A person who has good problem-solving ability, and is charismatic, still needs to assume leadership responsibility and engage in certain actions to become an effective leader. Among these dozens of activities would be recognizing the accomplishments of others.

Skill-Building Exercise 10-5 about maintaining a personal leadership journal provides a start in practicing and refining leadership skills.

First-level supervisory jobs are an invaluable starting point for developing your leadership potential. It takes considerable skill to manage a rapid-service (fast-food) restaurant or direct a public playground during the summer. First-level supervisors frequently face situations in which group members are poorly trained, poorly paid, and not well motivated to achieve company objectives. Motivating and inspiring entry-level workers is one of the major challenges facing organizations. One of the lessons from the U.S. Marines is that if you want to fire up the front line, you must use discipline to develop pride. The point is that entry-level workers often take pride in being able to abide by tough rules.<sup>[49]</sup>

**1. Acquire broad experience.** Because leadership varies somewhat with the situation, a sound approach to improving leadership effectiveness is to attempt to gain supervisory experience in different settings. A person who wants to become an executive is well advised to gain supervisory experience in at least two different organizational functions, such as marketing and operations.

Procter & Gamble, long noted for its development of leaders and managers, emphasizes broad experience. If a promising young brand assistant wants to become an executive, the company tries to give him or her as broad an experience as possible. The person might be appointed as assistant manager of Cascade detergent. Later, he or she will run laundry products in Canada, before eventually overseeing all of Northeast Asia.<sup>[50]</sup>

**2. Model effective leaders.** Another strategy for leadership development is to observe capable leaders in action and then model some of their approaches. You may not want to copy a particular leader entirely, but you can incorporate a few of the behavior patterns into your own leadership style. For instance, most inexperienced leaders have difficulty confronting others. Observe how a skilled confronter handles the situation, and try that person's approach the next time you have unfavorable news to communicate to another person.

### My Personal Leadership Journal

A potentially important assist in your development as a leader is to maintain a journal or diary of your leadership experiences. Make a journal entry within 24 hours after you carried out a leadership action of any kind, or failed to do so when the opportunity arose. You will therefore have entries dealing with leadership opportunities both capitalized upon and missed. An example, "A few of my neighbors were complaining about trash flying around the neighborhood on trash pick-up days, particularly when the wind was strong. I took the initiative to send e-mails and flyers to neighborhood residents discussing what could be done about the problem. I suggested that people pack their recycling boxes more tightly. I also suggested ever-so-politely that people should pick up their own flying trash. Soon the problem just about disappeared."

Also include in your journal such entries as feedback you receive on your leadership ability, leadership traits that you appear to be developing, and leadership ideas you learn about. Also, keep a list of leadership articles and books you intend to read. You might also want to record observations about significant acts of leadership or leadership blunders that you have observed in others, either firsthand or through the media.

Review your journal monthly, and make note of any progress you think you have made in developing your leadership skills. Also consider preparing a graph of your progress in developing leadership skills. The vertical axis can represent skill level on a 1-to-100 scale, and the horizontal axis might be divided into time intervals, such as calendar quarters.

3. **Self-develop leadership traits and behaviors.** Study the leadership traits and behaviors described earlier in this chapter. As a starting point, identify several attributes you think you could strengthen within yourself, given some determination and perhaps combined with the right training program. For example, you might decide that with some effort you could improve your sense of humor. You might also believe that you could remember to encourage honest criticism within the team. It is also helpful to obtain feedback from valid sources (such as a trusted manager) about which traits and behaviors you particularly need to develop.

4. **Become an integrated human being.** A philosophical approach to leadership suggests that the model leader is first and foremost a fully functioning person. According to William D. Hitt, mastering the art of leadership comes with self-mastery. Leadership development is the process of self-development. As a result, the process of becoming a leader is similar to the process of becoming an integrated human being. For example, you need to develop values that guide your behavior before you can adequately guide the behavior of others.

The model (or ideal) leader, according to Hitt, must possess six character traits: identity (know thyself), independence, authenticity, responsibility, courage, and integrity.<sup>[51]</sup> A more recent analysis of leadership development suggests that self-understanding is a major vehicle for improvement. After attaining self-insight, you can move forward with leadership development.<sup>[52]</sup> Suppose you discover that you feel intimidated by people who are older and more experienced than you. Armed with this self-insight you can gradually overcome the problem and feel more comfortable leading workers who are older and more experienced than you. All of the traits Hitt mentions have everyday meanings, but they can also have personal meanings. Part of becoming an integrated person is to answer such questions as "What do I mean when I say I have integrity?"

5. **Practice a little leadership.** An effective way to develop your leadership skills is to look for opportunities to exert a small amount of helpful leadership in contrast to waiting for opportunities to accomplish extraordinary deeds. The "little leadership" might involve such behaviors as mentoring a struggling team member, coaching somebody about how to use a new high-tech device, or making a suggestion about improving a product. In the words of Michael E. McGill and John W. Slocum, Jr., "For those who want to stand atop the dugout, dance with the elephants, fly with the buffaloes, soar with eagles, or perform other mystical and heroic acts of large leadership, our little leadership may seem all too managerial, too modest, and too mundane."<sup>[53]</sup>

6. **Help your leader lead.** According to Michael Useem, leaders need your assistance so that they can do a good job. "If people are afraid to help their leaders lead, their leaders will fail."<sup>[54]</sup> A group member is often closer to the market and closer to how the product is used. Therefore, he or she can provide useful information to the person in the

formal leadership position. When you help the people above you avoid a mistake or capitalize upon an opportunity, you help the entire company. At the same time, you are developing your ability to take the initiative and lead.

#### SELF-ASSESSMENT QUIZZES IN OVERVIEW

Self-Assessment Quiz 10-1, The Assertiveness Scale, gave you an opportunity to measure your degree of assertiveness, a key personality trait that is important for leadership as well as many other interpersonal activities such as resolving conflict, volunteering for assignments, getting noticed by your manager, and finding companionship. Self-Assessment Quiz 10-2, What Style of Leader Are You or Would You Be?, takes you more specifically into the basics of leadership. For many situations, it will be helpful to emphasize participative or team leadership because organizations have become more democratic. For example, imagine yourself as the supervisor of a credit and collection group. It would probably be to your advantage to ask the credit specialists in your group what they think would be a few good ways to collect more payments on time. Yet in crisis situations, it may be more helpful to be more directive and tell people what to do without emphasizing group participation. For example, the company might ask you as the supervisor of credit and collections to bring in some money fast to help fend off bankruptcy.

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Effective leadership depends on having the right personal characteristics and taking the appropriate actions. Leadership is the ability to inspire support and confidence among the people who are needed to achieve company goals. People can exercise leadership whether or not they occupy a formal leadership position.

Certain traits contribute heavily to leadership effectiveness. Among them are self-confidence, and leadership self-efficacy, positive core self-evaluation, assertiveness, trustworthiness and morality, sense of humor, self-awareness and self-objectivity, cognitive skills including critical assessments, emotional intelligence, passion and enthusiasm, and self-sacrificing personality.

Although charisma depends heavily on personal characteristics, people can work toward being charismatic. Suggestions for behaving charismatically include the following:

1. Communicate a vision
2. Make frequent use of metaphors and analogies
3. Inspire trust and confidence
4. Be highly energetic and action goal oriented
5. Be emotionally expressive and warm
6. Make ample use of true stories
7. Be candid and direct
8. Make everyone you meet feel that he or she is important
9. Multiply the effectiveness of your handshake
10. Stand up straight and use other nonverbal signals of self-confidence

11. Be willing to take personal risks
12. Be self-promotional.

A team leader acts as a facilitator or coach who shares decision making with team members, thus practicing participative leadership. The following are some techniques for effective team leadership:

1. Engage in shared leadership
2. Build a mission statement
3. Show your team members that they are trusted
4. Establish a sense of urgency and high performance standards
5. Hold question-and-answer sessions with the team
6. Encourage team members to recognize each other's accomplishments
7. Encourage honest criticism
8. Use team symbols
9. Use peer evaluations
10. Help team members see the big picture
11. Minimize formation of in-groups and out-groups.

In addition to participating in formal leadership development programs, six strategies for developing leadership potential are to (1) acquire broad experience, (2) model effective leaders, (3) self-develop leadership traits and behaviors, (4) become an integrated human being (a fully functioning person), (5) practice small leadership acts, and (6) help your leader lead.



1. Informal observation suggests that people who were voted "most likely to succeed" in high school are frequently found in leadership positions later in life. What explanation can you offer for these predictions about success so often being true?
2. In business organizations, leaders are usually paid way more than people in specialized positions, such as a chemist or auditor. Why should leaders be so highly paid?
3. What does it mean to say that a person has the "right stuff" for being a leader?
4. How can a person demonstrate to others in the company that he or she is trustworthy enough to be considered for a leadership position?
5. Why does a leader need good emotional intelligence? Shouldn't a leader be a take-charge person focused

on obtaining results like making money or winning ball games?

6. What can you do this week to increase your charisma?
7. What might be the reason that small gestures such as saying "thank you" and writing notes of appreciation contribute to a leader's effectiveness?
8. In what ways do the concepts of charismatic leadership and participative leadership differ substantially from each other?
9. How might a person in a highly specialized field, such as information technology or accounting, achieve broad experience in order to qualify for a leadership position?
10. Assume that a student obtains a part-time job as an assistant store manager. What can this person do to capitalize on this position for leadership experience?

<http://www.ccl.org>

(Center for Creative Leadership)

<http://www.core-edge.com>

(Attaining power and charisma; includes a video)

<http://www.buzzle.com>

(Developing critical thinking skills)

#### **Internet Skill Builder: Developing Your Charisma**

One approach to developing charisma for leadership is to read brief clips about charismatic people and look

for any practical suggestions from these stories. For example, you might read that a successful charismatic leader invests time in writing hand-written notes of appreciation to his or her subordinates. Search the Web for at least three brief stories about charismatic leaders. After studying these stories, arrive at least three practical suggestions for developing your charisma. Attempt to implement these suggestions during the next 12-month period and see if people react positively to your charismatic initiatives.

# Developing Your Human Relations Skills

## **Chancellor Rhee Shakes up D.C.**

Michelle Rhee took over the responsibility for the 144 schools in Washington D.C. in June 2007, when Mayor Adrian Fenty appointed her Chancellor, District of Columbia Public Schools. Her appointment stunned people connected with the D.C. school system. Rhee, aged 37 at that time, had no experience running a school. The challenge seemed overwhelming with 45,000 students who collectively ranked last in math among 11 urban school systems. With two years of being appointed chancellor, Rhee had developed the reputation of being hated by teachers and feared by principals.

When invited to interview for the position, Rhee was running a nonprofit organization called the New Teacher Project, which helps schools recruit good teachers. Another question mark was that Rhee is from Ohio rather than Washington D.C., and she is Korean American in a majority African-American city. She now says, "I was the worst pick on the face of the earth." However, Rhee was once an elementary teacher in Baltimore, and the experience taught her that good teachers could alter the lives of children.

Two years after Rhee's appointment, test scores released by the U.S. Department of Education showed that Washington's fourth graders made the largest gains in math among big city school systems during a two-year period. Rhee has replaced who she perceived to be ineffective principals, laid off teachers based on "quality, not by seniority," and shuttered failing schools.

Some of Rhee's thinking about her role as chancellor is revealed in her comments in relation to several aspects of her work, as described next.

**How to Lead:** I often get in trouble for saying this, but I actually think it's true that collaboration and consensus-building and all those things are quite frankly overrated. No CEOs run their company by committees. So why should we run a school district by committee? The bottom line is that in order to run an effective organization, you need one leader who has a very clear vision for what needs to happen and the authority to make that happen.

**Firing Employees:** We had to conduct a reduction in force of about 500 employees in the district. And that included about 250 or so teachers. We made the decision that we were going to conduct the layoffs by quality, not by seniority. It caused this firestorm. From a managerial standpoint, it would make no sense to do a layoff by seniority only. In a school district that is struggling as hard as ours is, we have to be able to look at the quality and value that different employees are adding.

Rhee recognizes that she has been often criticized, but she suggests that some ruthlessness is required. "Have I rubbed people the wrong way? Definitely. If I changed my style, I might make people a little more comfortable," she says. "But I think there's real danger in acting in a way that makes adults feel better. Because where does that stop?"

**Money for Nothing:** We spend more money per child in this city than almost any other urban jurisdiction in the country, and our results are at the absolute bottom. So it goes against the idea that you have to put more money into education, and that's how you are going to fix it.

It comes down to two basic things about why we spend so much money and the results aren't as good. First is a complete and utter lack of accountability in this system. And the second is a lack of political courage on the part of most people who are running cities and school districts.

We have a system in which you can have been teaching for 25 to 30 years. Every year, you could actually take your children backward—not just to improve their learning as much as you should, but your kids can move backward in your classroom every year—and you will continue to have a job. You will continue to get your step raise. You will continue to get your negotiated union increases. Where else can that happen, except in public education? So that lack of public accountability is a significant problem.

And then on the courage part, I think that when you're talking about making the difficult decision that are necessary in this climate—closing schools, firing teachers, removing principals, and so on—those are the things that make most politicians run for the hills because it makes your phone ring off the hook and people are saying, "Oh, don't close this school," "Don't fire this person."

Michelle Rhee resigned in October 2010, a decision that the teacher's union immediately endorsed.

### Case Questions

1. Identify three leadership traits in which Michelle Rhee score high or low, and cite your evidence.
2. What recommendations can you offer Rhee to help her become an even more effective leader?
3. What risks do you see of Rhee becoming a victim of workplace violence?
4. What evidence is found in this case that Michelle Rhee engages is good at making critical assessments?

5. Assume that Rhee held a leadership position in your field of interest, explain whether you would enjoy working for her.

*Source:* The opening facts in the story are from Amanda Ripley, "Can She Save Our Schools?" *Time*, December 8, 2008, p. 36. The quote about ruthlessness is from p. 40 of the same article. "Who's Got Michelle Rhee's Back?" *The Wall Street Journal* (editorial), December 14, 2009, p. A24. The interview comments are from Michelle Rhee, "An Educated Work Force," *The Wall Street Journal*, November 23, 2009, p. R3.

## Interpersonal Relations Case 10-2

### So Is this How You Learn Leadership

Len Olsen, aged 23, was proud to be selected as part of the leader's program at a national chain of family restaurants. Workers selected for the leadership program are considered to be in line for running individual restaurants, and also as potential candidates in the long run for leadership positions in corporate headquarters. Before entering the key phase of the leadership program, all candidates must first work a minimum of one year as a server or bartender at one of the company stores (restaurants).

Len worked one year as a server in a downtown Chicago restaurant, and then was assigned to another Chicago restaurant to begin his formal leadership training as an assistant manager. His assignments as an assistant manager included scheduling the wait staff, conducting preliminary screen interviews of job applicants, and resolving problems with customers. After three months on the job, Len was asked by a member of the corporate human resources staff how his leadership training program was going; he replied, "I'm a little bit skeptical. I don't think I'm learning much about leadership."

When asked why he didn't think he was learning much about leadership, Len listed what he considered three recent examples of the type of responsibilities he faced regularly:

- At 11 yesterday morning, I received a phone call from Annie, one of the servers. She told me she wouldn't be able to work that afternoon because her Labrador retriever had become quite ill and she had

to take the Lab to the vet. I told Annie that we desperately needed her that afternoon because of a large luncheon party. Annie told me her dog was more important to her than the job.

- Two weeks ago, Gus, one of our salad chefs, showed up to work absolutely drunk. I told him that working while drunk was absolutely against the company rules. He got a little belligerent, but I did get him to take a taxi home at the company expense.
- Two days ago, a customer in the restaurant spilled a cup of hot coffee on herself while answering a call on her cell phone. She told me that the coffee was too hot and that she was going to sue the restaurant. I explained to her tactfully that unless she was truly burned, she had no claim. I offered to have the restaurant pay for her dry cleaning, and then she calmed down.

Olsen then said to the human resources manager, "What has stuff like this got to do with leadership? I mean, I'm not creating great visions or inspiring hordes of people. In what way am I becoming a leader?"

### Case Questions

1. What is your opinion of the contribution of Olsen's representative experiences to his development as a leader?
2. What else can the restaurant chain do to help Olsen and others in the leadership program develop as leaders?

