Judith Campbell's
Chapter Summaries & Reflections of:

Leaders and the Leadership Process

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Prologue

"Perspectives on Leadership From Homer's Odyssey"
By Fred A. Kramer (University of Massachusetts)

Summary

This article discusses the leadership roles demonstrated by two characters in Homer's Odyssey. Mentor and Odysseus exhibited good leadership by demonstrating Warren Bennis' four "competencies" that leaders must display. The four competencies are: management of attention through vision; management of meaning through communication; management of trust through reliability and constancy; and management of self through knowing one's skills and deploying them effectively. Kramer discusses how the first three competencies are deeply related. A leader must have a vision and be able to communicate it to others. Not only this, they must be trustworthy and reliable. Kramer suggests the last competency, management of self, should supercede the others. In order for a leader to exhibit the first three competencies, he or she must have a strong sense of self-regard. Leaders should know their strengths and compensate for their weaknesses. According to Kramer, "the main lesson of the Odyssey is that each of us should undertake our own journeys into self awareness and self-understanding."

Reflection

I agree with the last point made by Kramer on how important it is for leaders to "undertake their own journeys into self awareness and self understanding." In my experience, the leaders I have respected have all been very confident and self-assured individuals. Before they could communicate their vision, they had to know who they were and where they wanted to go in life. By having self-confidence, they were successful in building trust and communicating the meaning of their vision to others.

Chapter 1

Reading 2
"On the Meaning of Leadership"
By Jon Pierce and John Newstrom (University of Minnesota Duluth)

Summary

This article broadly covers the many different definitions and theories of leadership. There are scholars who believe leadership is a psychological phenomenon, that is, a leader is one who has specific personality and demographic traits. On the other hand, there are scholars who see leadership as a sociological phenomenon, meaning a leader is the outcome of a combination of people, groups, and the needs of a situation. The article then lists the several different approaches to define leadership from the book Bass & Stogdill's Handbook of Leadership. The book defines leadership as "an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of the members." The article authors state that most students view it as "a sociological phenomenon (a process) involving the intentional exercise of influence exercised by one person over one or more other individuals, in an effort to guide activities toward the attainment of some mutual goal, a goal that requires interdependent action among members of the group." The article also lists several additional conceptualizations and uses of the leadership concepts such as self-leadership, servant leadership, strategic leadership, and coleadership. The authors concluded by discussing the emerging leadership role that helps people attain self-leadership. It represents the transformation from the "follow me leader" to the leader who focuses on "leading other to lead themselves."

Reflection

I thought the article did a good job of summarizing the many definitions of leadership. I agree that leadership takes many forms and that everyone can be a leader. The last bit of the article discussed the uses of leadership and talked about self-learship, coleadership, and servant leadership. I believe it's important to first have self-leadership in order to be a good example for those one is trying to influence. Additionally, coleadership is vital for achieving long-term results. And servant leadership is very effective when you are attempting to build trust. I think my style of leadership is more of a servant leader. I love serving others and influencing people to do good. I agreed with the point in the article of the importance of leaders to engage in "leading others to lead themselves."

Chapter 2

Reading 7
"Trust in Leadership and Team Performance: Evidence from NCAA Basketball"
By Kurt T. Dirks (Simon Fraser University)

Summary

The essence of the article regards the relationship between trust in leadership and team performance. There has been little empirical research done on the topic but the purpose of the article is to address two specific issues: 1) Does trust in a leader affect team performance? and 2)
Does trust in leadership mediate the relationship between past and future team performance? Dirk defines trust as "an expectation or belief that the team can rely on the leader's actions or words and that the leader has good intentions toward the team." In the article, Dirk describes the results of researching trust in leadership by looking at NCA basketball teams. He found that trust in the leader has an affect on team performance (however, trust in teammates was not significant). Furthermore, the evidence suggested that researchers should consider trust as having the potential to be both an outcome and a determinant of organizational achievements. Lastly, Dirk suggests that higher levels of perceived vulnerability may increase the impact of trust in leadership on team performance.

Reflection

I believe trust is vital in all working relationships. I am not surprised by Dirk's findings that state trust in the leader has an affect on team performance. From my experience with group projects, I realized the importance of having/being a good project leader and building up trust with the group so that we could perform well on our assignment. If we did not trust in our group leader to help us complete our project, many of us ended up working on our own and not achieving the better results we would have if we had worked together.

Chapter 3

Reading 9
"Leadership: Do Traits Matter?"
By S.A. Kirkpatrick and E.A. Locke (University of Maryland)

Summary

The article discusses how traits alone are not sufficient for successful business leadership, its how they take certain actions to be successful. The authors list the six traits on which leaders differ from nonleaders: drive, the desire to lead, honesty/integrity, self-confidence, cognitive ability, and knowledge of the business. Within the drive trait there are five aspects: achievement motivation, ambition, energy, tenacity, and initiative. The leadership motivation trait can be seen in individuals who enjoy influencing others or being the greater authority. The effectiveness of a leader depends on the motivation for power. If it one desires power purely for the sake of dominating others, it usually results with dependent, submissive followers. However, if one is has a socialized power motive and wishes to us it as a means to achieved desired goals or a vision, and results in empowered, independent followers. The other leadership trait is self-confidence and projecting a constant image. Emotional stability and being able to control one's emotions in stressful times is important for leaders to be effective. Another leadership trait is cognitive ability, which involves being "above average intelligence." Leaders with this trait have a strong analytical ability, good judgment, and the capacity to think strategically and multidimensionally. The last leadership trait, knowledge of the business, is self-explanatory. People who are knowledgeable about a particular business or industry tend to be leaders in their field. The authors of the article list three other traits with less explicit evidence of their importance to leadership. These traits are charisma, creativity/originality, and flexibility. The article concludes saying that regardless of whether leaders are born or made, it is clear that leaders are not like other people.

Reflection

I enjoyed reading this article because I am fascinated by personality trait theories. I thought that all six traits listed in the article were fairly accurate of what I have seen in business leaders. However, I find it important to emphasize that these traits are reflected specifically in leaders in business. For example, having the "knowledge of business" trait is not really demonstrated in leaders in my classes or social circles. I think you could replace the "business" part of the trait and state any other area where the leader is knowledgeable. In my experience, the trait that I have seen the most in leaders is drive. They have all wanted to make a difference or achieve certain results and were willing to take actions to influence others.

Chapter 4

Reading 11
"Effects of Sex and Gender Role on Leader Emergence"
By Russell Kent (Georgia Southern University) and Sherry Moss (Florida International University)

Summary

Leadership stereotypes for males and females appear to be changing and leadership styles are becoming more androgynous. This article discusses a study that covered three objectives: 1) to determine whether men are still more likely to emerge as leaders in group situations, 2) to further investigate the effects of gender role on leader emergence, and 3) to determine whether sex or gender role better predicts leader emergence. The study developed four hypotheses to explain their results:
Men will more often emerge as leaders in group situations than women
Group members high in masculinity will emerge as leaders more frequently than those low in masculinity.
Gender identity will account for more variance in leader emergence than biological sex
Individuals classified as masculine or androgynous will emerge as leaders more frequently than individuals classified as feminine or undifferentiated.

Reflection

I believe gender roles do play a part in whether one is considered a leader or not. However, I think the reason more males become leaders is because culture expects it of them and thus they are more likely to become leaders. As females continue to grow in ratio to men in the workforce, I believe it will soon be expected of women to be leaders in business and thus we will see more females having leadership roles as well.

Chapter 5

Reading 14
"Emergent Leadership and Social Influence"
By E.P. Hollander (Sate University of New York at Buffalo)

Summary

This article discusses how individuals gain and maintain their status as a leader. Hollander defines a leader as an "individual with a status that permits him to exercise influence over certain other individuals." The author discusses theories that explain how individuals became leaders. The trait theory was one of the first theories developed and believed leaders were people who exhibited specific personality traits. The second concept discussed was the popularity theory where leaders were people that were in the spotlight or that were in the popular circles. Furthermore, the author suggested that leadership is determined by the immediate situation. Along with this framework comes awareness that followers define a situation in responding to leadership. Hollander suggests two things are important for an individual to be perceived as a leader. First, the individual must "be seen as competent in the group's central task" and secondly, the individual must "be perceived as a member of the group." Studies show that it is important to adhere to the expectations of the group in order for the leader to be accepted. Essentially, the article suggests conformity to the group's expectations in order to maintain their approval. Thus, Holland believes that "the task-competent follower who conforms to the common expectations of the group at on stage may emerge as the leader at the next stage."

Reflection

I agree with the article to an extent with regards to how the followers determine or "elect" a group leader that pursues their expectations. However, I would also consider a leader as one who does not conform to people's expectations and pursues a vision or goal without their group's approval. As a leader, you will face confrontation and as important to listening to others is, I believe it is more important to make decisions based on what you believe is right. And I think being able to stand up for what you believe in, despite what others tell you to do, is what makes a leader.

Chapter 6

Reading 17
"The Bases of Social Power"
By John French, Jr. and Bertram Raven (University of Michigan)

Summary

This article identifies the major types of power and the bases on which people exert their power. There are five bases of power:
1) Reward power – Power whose basis is the ability to reward.
2) Coercive power – Ability to manipulate the attainment of valences.
3) Legitimate power – Power that stems from the exerter of power feeling the legitimate right to exert power in the other.
4) Referent power – The person exerting the power can identify and desires to identify with the other person.
5) Expert power – When the person exerting the power knows enough to vary their power based on the opposite person.

Reflection

I found this article difficult to understand because of the way it was written. However, I found the topic of power interesting. We all know leaders who exert power in different ways and it's fascinating to figure out their basis of power. From my own experience, it is easiest when you have legitimate power because people know you are the leader and will most likely follow instructions.

Chapter 7

Reading 21
"Effects of Leader Warmth and Directiveness on Subordinate Performance on a Subsequent Task"
By Dean Tjosvold (Simon Fraser University)

Summary

This article investigates the effect of warm or cold leaders who use a nondirect or direct approach to working with subordinates. The study conducted by Tjosvold found that leaders who were both warm and directive had the most productive subordinates. When leaders demonstrate warmth they communicate acceptance and interest. In being direct, they communicate their expectations and value for productivity. The study also discovered that leaders who were warm and nondirect had the least productive subordinates. When leaders are warm and nondirect, subordinates think their leaders are not interested in productivity or results. They also know their leaders will be forgiving and thus the subordinates do not feel pressured to achieve maximum productivity.
The author suggested that leaders demonstrate their emotions to their subordinates and express feelings of warmth, anger, success, and other important emotions in order to increase productivity. Furthermore, leaders should be direct and tell subordinates what they expect and reward them for success.

Reflection

I agree full heartedly with the results of the study. In my experience, I am most productive when I have a leader who is warm and accepting, yet direct and communicates his/her expectations. When leaders are kind yet nondirect, I feel as if they are not interested in my results so I usually put my tasks for them on low priority. I also agree that leaders should communicate their emotions in order for subordinates to make decisions and remain effective.

Chapter 8

Reading 23
"How Do You Make Leaders More Effective? New Answers to an Old Puzzle"
By Fred Fiedler (University of Washington)

Summary

Many companies implement leadership training programs but cannot prove the programs increase productivity. Additionally, leadership experience has not proved to be linked to organizational effectiveness. Based on the "Contingency Model" the effectiveness of group performance is contingent upon 1) the leader's motivational pattern and 2) the degree to which the situation gives the leader power and influence. In this model, if a person describes their least preferred co-worker in positive terms, they are motivated to have close interpersonal relations with others. On the other hand, if an individual describes their least preferred co-worker in negative terms, they are motivated to accomplish or achieve the task. The author assumes that leadership is "essentially a work relationship involving power and influence." Fiedler, classifies leadership situations on the basis of three basic dimensions:
1) Leader-member relations – Leaders have more power and influence if they have good relationships with their members.
2) Task structure – Tasks or assignments that are highly structured, defined, or programmed give the leader more influence than tasks that are vague.
3) Position power – Leaders will have more power and influence if their position allows them to hire/fire, discipline, or reprimand.
In sum, organizations can either improve leadership performance by changing the training or leadership situation. An organization cannot change an individual's personality but they can improve their "situational favorableness." The study concluded with the following suggestion for organization to increase managerial performance:
1) Determine which of the managers are task- and which are relationship-motivated.
2) Categorize carefully the situational favorableness of its managerial jobs.
3) Decide on a number of options in its management of executive personnel (such as a rotation program.

Reflection

I enjoyed reading this article because I want to be an effective leader. I agree that it is important to have the right leadership situation. I know that I flourish when I have good working relationships with my co-workers and when tasks are highly structured and defined. Also, when I have position power it helps to influence others and achieve better results. For example, when I worked as a youth leader at my church it was helpful to know that I authority to give advice and instruct the youth. Having the title of "intern" gave me the power to influence them.
Lastly, I believe having a good balance of task- and relationship motivation is important. Accomplishing objectives is vital in any business but having good working relationships with people is also crucial for success.

Chapter 9

Reading 27
"Cultural Constrains in Management Theories"
By Geert Hofstede (University of Limburg)

Summary

The author of this article argues that "the validity of a theory is constrained by national borders." Hofstede claims that in the U.S., the manager is considered the hero. However, other countries do not teach the same. The article discusses management in its context in successful economies such as Germany, Japan, France, Holland, and China. In Germany, the engineer is more of the hero because they still follow the medieval guild system where they do not need a manager to motive them. Japan values the permanent worker group and are guided more by their peers than a manager. Management in France is different than in the U.S by practicing a hierarchy system where good education is the key to a high status. In Holland, management has a presupposed modesty rather than the assertiveness in the U.S. Lastly, in China, since most businesses are family owned, there is little separation between ownership and management typical in the West. Hofsted concludes the article by reiterating the fact that most cultures manage businesses differently than in the U.S. Therefore, it is important to know the culture one is in before one starts implementing his or her own country's management theories and practices.

Reflection

Growing up in a different country (Spain) taught me that each culture has their own set of beliefs, values, and business practices. When working with people of other cultures, it is vital to understand their customs in order to overcome any differences. I believe the most challenging aspect to overcome is business ethics. For example, in China it is customary to offer bribes when doing business. However, bribes are considered illegal in most western countries. For this reason, I believe it is essential to communicate one's own cultural practices and laws when doing business with people of other countries.

Chapter 10

Reading 29
"The Reciprocal Nature of Influence between Leader and Subordinate"
By Charles N. Greene (Indiana University)

Summary

This article investigates the causal influence in relationships between leaders and followers. The results of the study conducted by Greene showed that when leaders demonstrate consideration and initiate structure, this causes subordinate satisfaction. Conversely, when followers perform well, this leads to leader consideration and structure. Finally, the results indicate that "a leader might positively affect subordinate performance by increased emphasis on both consideration and structure."

Reflection
I felt like the results of this study was pretty common sense. When a leader demonstrates interest and gives structure to his or her subordinate, the follower will perform better. And when a leader has a high performing employee, they will be satisfied. Likewise, when the subordinate receives good instruction and recognition for their performance, they too will be satisfied. Therefore, it is the job of the leader to initiate this cycle by showing interest and providing structure to their subordinates.

Chapter 11

Reading 33
"Supervisory Style and Productivity"
By Stephen M. Sales (University of Michigan)

This article discusses how supervisory style affects productivity. The two supervisory styles discussed are authoritarian and democratic. Authoritarian supervision is defined as "the relatively high degree of power wielded by the supervisor over the work group." In contrast, democratic supervision is defined as "a sharing of power and by participative decision making." While authoritarian supervisors make most decisions by themselves, democratic leaders seek counsel from the group. It is said that democratic style supervisors have more productive subordinates compared to those of autocratic supervisors. The rationale for this thought is that the democratic style supervisors give their subordinates more freedom and thus increase job satisfaction. Logic says that when subordinates are satisfied they are more productive. The author of the article concludes that it hasn't been proved on way or another on whether one style is better than another.

Reflection

I personally prefer working under democratic style supervisors; however, I see how both styles can be appropriate under certain situations. For example, in the military it is important to have an autocratic style leadership for times of stress or emergency. Conversely, in most businesses it is important to use the democratic style supervision in order to allow for creativity and innovation.

Chapter 12

Reading 36
"Substitutes for Leadership: Their Meaning and Measurement"
By Steven Kerr (University of Southern California) and John M. Jermier (Ohio State University)

Summary

This article suggests we study individual, task, and organizational characteristics because they have been found to influence relationships between leader behavior and subordinate satisfaction, morale, and performance. Studying these characteristics can help ascertain whether or not hierarchical leadership is likely to matter. The article lists several substitutes for leadership and how they neutralize relationship/task-oriented behavior. The article concludes saying that effective leadership is "the ability to supply subordinates with needed guidance and good feelings which are not being supplied by other sources." Therefore, hierarchical leadership does not produce the best results. It's when leaders assist subordinates with certain characteristics that provide effective outcomes.

Reflection

I agree with the article that organizations can find substitutes for leadership by training their employees to exhibit certain characteristics. This way, when there is not a clearly designated leader in place, employees will know how to get the job done without needing to be told what to do. This theory supports self-responsibility and assisting others when they are in need.

Chapter 13

Reading 40
"Leadership and Semiautonomous Work Team Performance"
By Matthew S. O'Connell (Select International), Dennis Doverspike and Alana B. Cober
(University of Akron)

Summary

Having self-directed teams is the dream of most organizations. This article discusses how team leaders even in these self-directed teams. These leaders, whether officially called leader or not, served one of three roles: administrator, coach, and advisor. The article suggests that effective leaders taught team members "how to perform most of the functions typically reserved for management, such as setting their own goals, gather performance data, and evaluating their own performance." Therefore, the mark of a good leader is "to be more of a coach and to empower the team to make its owns decisions and govern itself."

Reflection

I agreed with the points made in this article because my personal opinion on leadership follows the proverb "Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime." Rather than being like dictators and making most decisions, leaders should mirror teachers and create more leaders.

Chapter 14

Reading 44
"Transformational Leader Behaviors and Their Effects on Followers' Trust in Leader, Satisfaction, and Organizational Citizenship Behaviors"
By Philip Podaskoff and Scott MacKenzie (Indiana University), Robert Moorman (West Virginia University), Richard Fetter (Indiana University)

Summary

Transformational leaders are ones that "transform or change the basic values, beliefs, and attitudes of followers to that they are willing to perform beyond the minimum levels specified by the organization." Traditional views of effective leadership encourage transactional leader behaviors, which are "founded on an exchange process in which the leader provides rewards in return for the subordinate's effort." However, studies show that organizations should teach transformational leader behaviors because they enhance the impact of transactional behaviors by creating trust and loyalty between leaders and followers.
There are six behaviors related to transformational leaders:
1) Identifying and articulating a vision – Inspiring others to follow a vision
2) Providing an appropriate model – Setting a good example consistent with values
3) Fostering the acceptance of group goals – Promoting cooperation
4) High performance expectations – Expecting excellence and quality
5) Providing individualized support - Indicating respect and concern for personal needs and feelings
6) Intellectual stimulation – Challenging followers to examine assumptions about their work and rethink how it can be done.
The study conducted by the authors showed that the two key determinants of trust and satisfaction were the transformational behaviors of individualized support and intellectual stimulation.

Reflection

In my experience, I work best when leaders demonstrate transformational leader behaviors. Especially when they provide individualized support and clearly communicate their goals and expectations. Transactional leader behaviors are still important but effective leaders should know how to pair the two behavior groups in order to achieve favorable results.

Chapter 15

Reading 46
"The Dark Side of Leadership"
By Jay A. Conger (McGill University)

Summary

Leadership has two sides, good and evil. Leaders can use their power to produce positive or negative outcomes. Three specific skill areas can produce problems. These three areas are a leaders' strategic vision, their communications and impression-management skills, and their general management practices. The visionary leader will produce negative results when:

1) "The vision reflects the internal needs of leaders rather than those of the mark or constituents.
2) The resources needed to achieve the vision have been seriously miscalculated.
3) An unrealistic assessment or distorted perception of market and constituent needs holds sway.
4) A failure to recognize environmental changes prevents redirection of the vision."

Some possible liabilities for leaders with communications and impression management skills are:

1) "Exaggerated self-descriptions.
2) Exaggerated claims for the vision.
3) A technique of fulfilling stereotypes and images of uniqueness to manipulate audiences.
4) A habit of gaining commitment by restricting negative information and maximizing positive information.
5) Use of anecdotes to distract attention away from negative statistical information.
6) Creation of an illusion of control through affirming information and attributing negative outcomes to external causes."

Lastly, a leaders management practices have the potential of the following liabilities:

1) "Poor management of people networks, especially superiors and peers.
2) Unconventional behavior that alienates.
3) Creation of disruptive "in-group/out-group" rivalries.
4) An autocratic, controlling management style.
5) An informal/impulsive style that is disruptive and dysfunctional.
6) Alternation between idealizing and devaluing others, particularly direct reports.
7) Creation of excessive dependence in others.
8) Failure to manage details and effectively act as an administrator.
9) Attention to the superficial.
10) Absence from operations.
11) Failure to develop successors of equal ability."

Reflection

As with almost anything, there is a positive and negative side. Leadership has many

positive aspects; however, one should be aware of the negative side so as to avoid making major mistakes. I found that most of the problems that were listed in the article were the result of a selfish leader who cares more about his/her own goals. Also, planning and strategizing were not taking place during these problems. Therefore, to create positive results a leader should plan, strategize, think long-term, and make objective decisions.

Chapter 16

Reading 48
"The Ambiguity of Leadership"
By Jeffrey Pfeffer (University of California)

Summary

Since leadership is widely discussed and researched, three problems arise: "1) ambiguity in definition and measurement of the concepts itself, 2) the question of whether leadership has discernable effects on organizational outcomes; and 3) the selection process in succession to leadership positions, which frequently uses organizationally irrelevant criteria and which has implications for normative theories of leaderships." This article discusses the effects and homogeneity of leaders as well as the constraints on leader behavior. Finally, it discusses the attribution of leadership.

Reflection

I believe that when discussing the topic of leadership, it is important to define the term. Each person will have their own definition but most people will agree that it entails influencing others in attempts to achieve specific results. I believe the definition of the term and the selection of leaders should be broad because everyone has the potential to be a leader. If one were to make the definition narrow, only few people would be considered leaders. I believe that leaders are both born and made. However, it is up to the individual on whether they choose to learn and become a good and wise leader.

Leadership is both a research area and a practical skill encompassing the ability of an individual or organization to "lead" or guide other individuals, teams, or entire organizations. Specialist literature debates various viewpoints, contrasting Eastern and Western approaches to leadership, and also (within the West) United States versus European approaches. U.S. academic environments define leadership as "a process of social influence in which a person can enlist the aid and support of others in the Leadership Process and Styles(Organisational Behaviour and Design). In current business marketplace, leadership style has great role in organization's economic wealth and progress. Leadership is indispensable in an organization because leader' trait may affect the success of organization. The major intent of every organization is to cultivate. The relationship between the management and employees has a great impact to that effect. Concept of leadership is defined as a process in which a leader tries to influence his or her followers to establish and achieve a goal or goals. Leadershi...Â Leader-member exchange theory was introduced by George Graen and various social groups in the 1970s and has been modified.