

# Preface

## THE ORIGIN OF LEADERS & THE LEADERSHIP PROCESS

Two decades ago the management and organization faculty at the University of Minnesota Duluth decided that the undergraduate curriculum needed a course in leadership. Claims that many of our organizations were overmanaged and underled and that the crisis facing American organizations was in large part a function of bad management and inept leadership led us to believe that it was important for our students to explore the subject of leadership in greater depth and to begin thinking about and looking at themselves within the leadership context. A course in leadership might serve as an important catalyst in fulfilling this objective. Now two decades later, this course remains one of the most popular within our management major, as personal, professional, and intellectual interest in leaders and leadership remains alive and well. A romantic notion for leaders (and heroes) is still intact.

As part of the design process for the first edition of this book—a design that has guided the subsequent editions—we consulted several leadership scholars around the country, asking for assistance with the construction of a reading list for our new course. We informed these individuals of our decision to conduct an undergraduate seminar in leadership and asked them to help identify important material from the leadership literature. After compiling this list, we offered our first course. During the past two decades, this course has been offered on numerous occasions and continually refined.

Mary Fischer, John Weimeister, and Bill Schoof of Austen Press encouraged us to take our undergraduate course materials in leadership and put them into book form. Their interest in our leadership class led to the creation of this book and its first editions. It has been through the support of McGraw-Hill/Irwin and the encouragement of John Weimeister, and our students' interest in leadership that this book continues to be updated.

## PURPOSE OF THE BOOK

Few management and organization topics have generated as much interest and research activity as leadership. Fads in the corporate world find their roots in practitioners' fancies for and belief in "quick fixes" for organizational woes and consultants' desires to make a quick buck. Thus, the corporate desire to search continually for "new bottles for old wine," coupled with academicians' inclinations to study and think about what inspires them, creates all the ingredients for a short-lived interest in leaders and the leadership process. However, this has not been the case. Instead, widespread interest in leadership has spanned nearly a century, with significant historical roots stemming from the works of many ancient Greek, Roman, Chinese, and Egyptian philosophers.

Thousands of pages in academic books and journals have been devoted to the topic of leadership. During the past several years, the popular press has published and sold millions of copies of several dozen books written on the topic of leaders and leadership. Organizations frantically search for the magical leader who can pull the firm together and place it back on the competitive path. We frequently hear stories about important historical leaders; we attribute organizational successes and failures to the things that our leaders did or failed to do; and at the national level we commonly resurrect dreams of the way it was

when certain charismatic or just competent leaders were at the nation's helm. *Time* magazine and CBS on occasion offer segments on leaders and revolutionary individuals, portraying such individuals as Mao Zedong, Ho Chi Minh, Margaret Thatcher, Winston Churchill, Joseph Stalin, Margaret Sanger, Ronald Reagan, and Franklin and Eleanor Roosevelt.

A strong interest in leadership is evident. Our university, along with a large number of other institutions of higher education, has in recent years instituted courses in leadership. We have witnessed the publication of several academic textbooks devoted to the topic of leadership. This is testimony to the popularity and presumed importance of leadership.

This book's development reflects that interest and the obvious need for a greater number of individuals to take the issue of organizational leadership more seriously. *The primary purpose of this book is to serve as a catalyst for the student of leadership's thinking and dialogue about leaders and the leadership process.* This book is intended to give the student a feel for the breadth and richness of this study. This set of readings aims to provide the student with a sense of the complexity associated with organizational leadership, as well as an important understanding of some of the pieces that serve to define this complex mosaic called leadership.

Selection of readings for inclusion in *Leaders & the Leadership Process* has been guided by several operating principles. First, we recognize the fact that the leadership literature is extremely voluminous and that the typical leadership course is one academic term in length. Therefore, we have sought to create a book of readings that provides a glimpse of the leadership literature from the beginning of its study to the current period. The articles included here provide the reader with the opportunity to look into the major leadership themes (e.g., leader traits, leader behavior, situational leadership, followers, charismatic and transformational leadership). Second, we have chosen to limit this set of readings to those that have appeared in the scientific literature, as opposed to the popular press. These selections will give students a substantive foundation for their further study of and reflections on leadership. Finally, as instructors of a course in leadership, we have included readings that we feel are teachable. Our primary test for inclusion consisted of these questions: Does the reading provide our students with insight into this complex phenomenon? Are the ideas presented comprehensible for upper-level undergraduate students? Is the reading capable of generating a provocative dialogue among students? Do the authors provide students with "take aways"—useful ideas, observations, and insights—that they can carry away from the article and employ in subsequent readings and conversations, and use to inform their leadership decisions.

## THE LEADERSHIP CONTEXT

The concept of leadership has been employed within different contexts and at different levels of analysis (e.g., self-leadership, small group leadership, organizational leadership, national leadership, leadership of the free world). As editors of this book of readings, we hope that the readings contained in *Leaders & the Leadership Process* will accomplish two objectives. First, while this collection of readings is not a cookbook that tells you how to lead successfully, the writings of the scholars represented in this collection can be used to inform your thinking about and understanding of leadership, as well as to guide the leadership decisions that you will have the occasion to make when you are called upon to lead. Second, we strive to assist you in understanding leadership within the small group (team) context. We are confident that at one time or another, you will be called upon to lead in a small group (team) setting, and we trust that the leadership literature to which you will be exposed in this collection will aid you in understanding the concept of leadership within the small group (team) setting

and will provide you with a knowledge base so that you will be able to practice “evidence-based leadership.”

With regard to this second objective, it is evident that during the past few decades we have witnessed an increase in the organizational use of work teams. Teams have slowly and quietly revolutionized how people perform work and how organizations are structured. Teams are virtually everywhere—on the production floor, in the boardroom, in the office of the president, and at virtually every level between the very top and bottom of the organization. Not only are teams everywhere, there is a myriad of different *types* of teams—production and service teams, self-directed work teams, parallel teams, cross-functional teams, cross-level teams, task teams, quality control circles, joint labor–management teams, executive teams, action teams, negotiation teams, advice and involvement teams, and on and on.

Work teams arose from the human resource movement and the belief that employee involvement, collaborative efforts, and the synergies created through group cohesiveness and involvement increase organizational efficiency and effectiveness. As people became more productive, personal and group experiences of accomplishment became a source of increased job satisfaction, increased commitment, and motivation to sustain the very success that brought satisfaction.

Social psychologists and small group scholars commonly define a *group* as two or more interdependent individuals who interact with one another to achieve a commonly held objective. Groups are seen as living, self-regulating systems that sense and interact with their environment. The term *team* has a long history as a part of our sports vocabulary—the University of Wisconsin (Badger) football team, the Johns Hopkins (Blue Jays) lacrosse team, the Duke (Blue Devils) basketball team, and the University of Minnesota Duluth (Bulldog) hockey team. Within the workplace, the use of the concept of teams (work teams) is relatively new. While Procter & Gamble pioneered the contemporary use of teams in North America in the 1960s, work done at London’s Tavistock Institute of Human Relations after World War II demonstrated the importance of cohesive and self-regulating work teams, giving rise to the emergence of sociotechnical systems theory.

Today many organizations have created teams. Anecdotal reports suggest that the vast majority of the Fortune 100 companies use work teams. For many, the terms *team* and *group* are used interchangeably. For those who make a distinction, all teams are groups, but not all groups are teams. *A team is a group of two or more people joined in cooperative activity for work or play.* Team members not only interact with each other, they also perceive themselves as a team, have a common goal, share responsibility for outcomes, see themselves and are seen by others as a social system, and endeavor, often strenuously, to attain that goal.<sup>1</sup> Attaining the goal results in a collective feeling of accomplishment, which further strengthens the team’s emotional and intellectual bond. The primary distinguishing characteristics of teams, then, are the intensity with which team members work together, their emotional and interpersonal bonding, and the overriding pursuit of a collectively shared goal—their *esprit de corps*. The degree of “bondedness” may be seen as a primary criterion which distinguishes groups from teams. Groups do not exhibit the cohesiveness, either emotionally or socially, that teams do. This bondedness is part of what makes the team work well.

As noted above, there is a myriad of different types of teams. One useful typology identifies several different types of work teams based on their level (degree) of self-management. For example, there are manager-led teams, self-managing teams, self-designing teams, and self-governing teams. In the first type mentioned, the team is headed by a manager, whose responsibility is to plan, organize, direct, and control the team’s task performance. The self-managing team has a manager who assumes responsibility for planning (i.e., goal setting) and organizing, while

<sup>1</sup> M.E. Shaw, *Group Dynamics: The Psychology of Small Group Behavior*, 3rd ed. (New York: McGraw-Hill, 1981).

team members take on responsibilities associated with directing, controlling, and task performance. The self-designing team also has a manager whose task is to set goals and the overall direction for the team, while the team members assume responsibility for organizing, directing, controlling, and task performance. In the self-governing team, all the team management responsibilities (e.g., planning, organizing, directing, and controlling) and task performance are borne by the team members. It is in such groups that leaders may emerge (see Chapter 5), and on a few occasions the groups manage to sustain themselves as a leaderless group via the central leadership role provided by substitutes for leadership (see Chapter 12). It is not at all unusual to witness the emergence of a leader and leader-provided leadership in each of the four team contexts.

Self-managed work teams typically find themselves embedded within the context of a larger organization. As a result each team finds itself surrounded by the presence of an organizational hierarchy to which it is accountable. At least in their early stages, yet throughout their entire lives, virtually all self-managed work teams will be exposed to what is referred to as *vertical leadership*—leadership coming from a person formally appointed to play a leadership role within and for the team—leadership that is projected downward on one’s followers.

With a team’s maturity, horizontal leadership commonly emerges. *Horizontal leadership* is defined as leadership that is shared by team members. According to Pearce (2004) “shared leadership entails a simultaneous, ongoing, mutual influence process within a team” (p. 48).<sup>2</sup> The sharing of leadership among team members, in the face of an emergent leader or in a truly leaderless group, is likely to be commonplace when the team’s vertical leader is characterized by a passive/democratic empowered leadership style.

Throughout this set of readings there will be the occasional reference to commanders, supervisors, managers, dictators, and presidents. In spite of that fact, it is toward the development of an understanding of leadership within the work group (team) context that this collection of readings is intended and toward which we hope to channel your thinking.

## WHAT THE BOOK IS AND IS NOT

This book of readings cannot provide the reader with thorough and complete coverage of the leadership literature. During the past eight decades, those leadership scholars who have chosen to observe, study, think, and write about leadership have produced literally thousands of pages of theory and empirical observation. For obvious reasons, this text provides but a sampling of this literature.

While this book does touch on many of the major themes that have characterized the work done in the realm of leadership, many important authors and contributions could not be included. These omissions are not intended to downplay the importance of the scholarship that they have given to our understanding of this very important topic. Virtually all of today’s scholarly work is aided by the earlier work of others.

While this book does include some of the classic and seminal articles on leadership, many classical pieces could not be included. Once again, the omissions are not intended to suggest that these works are less important than the pieces we ultimately chose to include.

## THE LEADERSHIP MOSAIC

Before we embark on our study of leadership, we would like to share a metaphor with you. The metaphor is that of a mosaic. Your authors live and work at the University of Minnesota in Duluth, Minnesota, a community located

<sup>2</sup> C.L. Pearce, “The Future of Leadership: Combining Vertical and Shared Leadership to Transform Knowledge Work,” *Academy of Management Executive* 18, 1 (2004), pp. 47–57.

along the north shore of Lake Superior. On the city's boardwalk there are many beautiful views of the "big lake" (Lake Gitchi Gummi, as named by the Native Americans who lived in this part of the world) and the hilled city rising several hundred feet above the lake and named after the explorer Daniel Greysolon Sieur du-Luth.

As you walk along Duluth's boardwalk, you come upon an extremely large, blue and white mosaic that depicts many scenes from the city's long maritime history. This mosaic is made up of literally thousands and thousands of 1 by 1 inch tile squares.

As we worked to prepare our school's leadership class and to select the readings for this book, we were confronted by an extremely rich, complex, and extensive literature. This is a literature whose history dates back to the early 1900s, a literature given to us by those who have led and those who have followed, a literature given to us by a number of philosophers, and a literature that has stemmed from the careful and systematic application of the scientific method. Not only have there been hundreds of books written about leadership, there have also been thousands and thousands of journal pages devoted to an exploration of the concept and its myriad themes.

The study of leadership that you are about to embark on reminds us of a mosaic. There are dozens and dozens of concepts, perspectives, themes, hypotheses, and theories. Each represents a small piece of the overall leadership mosaic. It is impossible to see and therefore appreciate the mosaic that captures images of the tall ships and whale-back boats that once sailed Lake Superior by looking at a single tile. In a similar way, you will not come to understand leadership by reading the work of a single author or by becoming familiar with a single concept, definition of leadership, or one of the many narrow or midrange leadership theories.

We invite you to read carefully the many authors who share with us their views and observations on leadership. No one singularly paints a full and complete picture for us. We encourage you to examine the concepts, propositions, perspectives, and theories one at a time; then use each as a tile for the construction of your own leadership mosaic. We hope this will be a challenging as well as a fun and personally enriching task.

## THE BOOK'S ORGANIZATION

### A Survey of the Conceptual and Empirical Leadership Literature

*Leaders & the Leadership Process* provides an overview of the leadership literature, with a focus on various aspects of leaders and the leadership process. The book is divided into 16 chapters and an Epilogue that are intended to help students understand leaders and the leadership process. In addition, there are three tutorials that most students will find helpful. The first (The Language of Science) appears in the Prologue and is designed to assist students' reading of the conceptual and empirical literature. Here students are introduced to such terms as mediated and moderated relationship. The second appears in Appendix A. This tutorial provides a road map to the reading of literature reviews and theoretical and empirical papers. The third tutorial, appearing in Appendix B, provides an overview of some basic statistics that are employed in data analytic techniques routinely employed in leadership research. This material should assist you in a basic understanding of the data employed in many of the empirical studies contained in this reader.

The majority of the readings appearing in this book are taken from academic journals. Our editing has streamlined several readings by removing complex sections, thus making the material more reader-friendly and appropriate for diverse audiences.

- Chapter 1 looks at the definition of leadership, suggests that leadership is a process, and provides some insight into the role played by leaders.
- Chapter 2 continues to explain the meaning of the leadership construct by inquiring about the leader–follower relationship. Trust, quality of the leader–follower relationship, and justice are three important dimensions that define this relationship.
- Chapter 3 looks at leadership as a psychological phenomenon, suggesting that effective leaders are individuals who possess the “right stuff.” The qualities and traits associated with effective leadership are reviewed.
- Chapter 4 continues the theme of leader traits and looks specifically at the role of sex and gender in the leadership equation.
- Chapter 5 asks the question, How do people come to be leaders? The dynamics associated with leader emergence are explored.
- Chapter 6 builds on the suggestion that leadership is an influence process. The bases of power and forms of influence that leaders use to move followers are examined.
- Chapter 7 explores the suggestion that effective leadership is in part a function of what leaders do. The behaviors that can be used to describe leadership are examined.
- Chapter 8 suggests that different situations call for different leader behaviors. One leadership style simply does not serve all individuals (followers), nor does it serve all situations within which leaders and their followers find themselves embedded. Two pillars of situational theory are examined—Fiedler’s contingency theory and House’s path-goal theory.
- Chapter 9 continues the theme that “it all depends upon the situation,” or “every situation is different.” This chapter asks if leadership style and effectiveness are bound by cultural dissimilarities.
- Chapter 10 reinforces the notion that the follower plays a powerful role in the leadership process. The follower is not a passive part of the leadership formula and, in fact, the attributes and behaviors of the follower frequently serve to shape the leadership process.
- Chapter 11 explores the long-standing interest in participative leadership. Issues surrounding the theoretical reasons for the use of participative leadership and insight into the relationship between participation and leader effectiveness are explored.
- Chapter 12 suggests that there are substitutes for leadership. While it is easy to conclude that leadership is always necessary, the readings in this chapter suggest that there are situational factors that can serve as substitutes for, neutralizers of, and enhancers of leaders and their behaviors. This chapter might be seen as a continuation of the situational theme addressed in Chapter 8.
- Chapters 13 and 14 provide insight into the nature and character of the charismatic and the transformational leaders.
- Chapter 15 asks us to recognize that leadership is not always a positive force. The readings in this chapter suggest that there are a number of potentially dysfunctional aspects associated with leadership.
- Chapter 16 is new to this edition of *Leaders & the Leadership Process*. This chapter focuses, in general, on the issue of positive leadership or what some might think of as morality in (and) leadership. There are four related themes discussed here—spiritual, ethical, authentic, and servant leadership.

- The Epilogue asks this seemingly strange question, Does leadership really make a difference? You are asked to reflect upon two propositions: *Point*: Leadership does *not* make a difference; it is simply the product of a societal love affair and romantic notions that surround leaders. *Counterpoint*: Leadership *does* make a difference in the level of organizational performance; it is not simply a socially constructed organizational reality.
- Finally, Appendix A presents a tutorial which is intended to assist the students in their reading of the three different types of scientific literature (i.e., empirical studies, literature reviews, and theory/conceptual) appearing in this book of readings; and Appendix B presents a data analysis primer.

## Self-Assessments

Many of the chapters include self-assessment exercises, which give readers the opportunity to profile themselves along several different dimensions associated with leaders and the leadership process. These self-assessments provide readers with an opportunity to take a look at themselves and further understand how they fit within the realm of this complex mosaic of leadership.

We encourage you to be brutally honest with yourself as you complete your self-assessments. Unless you are, the results will lack validity as a basis for self-improvement. You might even consider asking one person or more (who know you well) to fill out the same forms (focused on you) to provide you with additional useful perspectives for triangulation in comparison with your own self-portrait.

You are encouraged to use the grid that follows the preface to record your score on each of the self-assessments and interpret your score as it relates to you as a leader.

## NOTE TO THE INSTRUCTOR

As you are in no doubt aware, leadership has been conceptualized in a myriad of different ways by the press, managers of organizations, lay people, and scholars (cf. Bass, 1990).<sup>3</sup> That said, there are numerous ways in which many of the readings contained in this collection can be framed and interpreted as they relate to the meaning of the concepts leader, leading, and leadership. Not all of us will *interpret nor use* this collection of readings in exactly the same way. Not only are our views of these concepts likely to be somewhat different, we may also see different ways of approaching the topic from the perspective of reading the literature. This collection of readings can be assembled and reassembled from a variety of perspectives. Many of the readings can be employed to address several different research questions.

As noted elsewhere, several criteria guided our selection of the articles for this and previous editions of *Leaders & the Leadership Process*. One of the primary criteria was whether or not the work serves to inform the student's thinking about leaders and leadership within the small group (team) context. As instructors of a survey course in leadership as a part of our management major, we try to get our students to understand that a manager is a manager, a coach is a coach, a president is a president, a teacher is a teacher, and that the concept leader and leadership are distinct (not redundant) phenomena. We acknowledge that an effective manager (coach, president, college dean) needs good managerial (e.g., problem solving) skills, and if they are managing people, possessing good leadership skills will be beneficial. We also acknowledge that an effective leader most likely will need good managerial skills (e.g., planning, organizing, controlling). That

<sup>3</sup> B. Bass, "Concepts of Leadership," In Bass & Stogdill's *Handbook of Leadership: Theory, Research, & Managerial Application* (New York: Free Press, 1990).

said, the construct manager (coach, teacher, president) and leader remain unique and distinct phenomena. An individual can be a team leader without simultaneously wearing the formal/official hat of boss, foreperson, supervisor, or manager.

While much of the leadership literature derives from the study of Air Force bomber crews, NCAA basketball teams, trauma teams in hospital emergency units, and the relationship between managers and their subordinates the relationships revealed can and most often do assist our thinking about leaders and leadership within the small group (team) context.

Finally, we note that we are of the belief that if our students can come to understand leader emergence and leadership within the small group (team) context, that is, under the conditions where there is a situational demand which gives rise to individual or group needs among a group of interdependent individuals who start out as equals, much of this understanding will lend itself to the understanding of many aspects of leadership within the context of larger social systems—military combat, corporate headship, mayors and governors, high school principals, and nation presidents and prime ministers.

## A LEADERSHIP DIARY—REFLECTIONS UPON LEADERSHIP

We would like to encourage you to keep a *leadership diary* in which you record your experiences, your reactions, your reflections, and your interpretations of specific leadership events and transactions.

The day-to-day world that we live in is a giant leadership laboratory; leaders and the leadership process surround us. Take advantage of this laboratory by observing and attempting to interpret its various events. Use the concepts and models to which you are being exposed through this set of readings.

A portion of your leadership diary should contain reflections entitled “Coming to Understand Leadership Transactions.” From the perspective of self-guided learning, you are encouraged to observe and reflect upon several leadership transactions. Take notes and record them in your leadership diary. Specifically, we encourage you to identify a leadership event or transaction that you have experienced. These events may be situations that you passively observed unfold in which leadership was exercised, events in which you held a leadership role, or transactions during which you were actively and personally exposed to someone else exercising leadership.

In addition to describing the event, *interpret* this experience by framing it within the context of the leadership literature that you are examining this academic term. (For example, based upon Bass’s approaches to the definition of leadership, how do you see leadership unfolding? Based upon French and Raven’s sources of power framework, what power base was operating, how, and why? Based upon trait theory, what leader attributes were at work, and why do you think so? Based upon Hollander’s work, how did this person emerge as the group’s leader? What were the dynamics and processes that were at play?)

## YOUR LEADERSHIP REFLECTIONS

Now that we have spent nearly two decades conducting undergraduate seminars on leaders and the leadership process, two observations stand out. First, students quite naturally seem to focus their attention on successful (effective) leaders, ignoring those leaders or leadership practices that lead to failure. Second, there is a strong reliance on isolated and personal experiences to define reality. Leadership, after all, is something that we have all encountered. Leadership is one topic in the university curriculum on which virtually every student has opinions before taking the course and reading this set of readings.



With regard to these two observations, we offer two suggestions with the hope that they will guide your leadership reflections. Relating to our first observation, we comment on the use of the method of differences. Related to our second observation, we comment on a role for personal experiences.

The first suggestion relates to the use of the *method of differences* as opposed to the *method of extremes*. In this case the method of extremes refers to that tendency to focus almost exclusively upon the successful leaders (e.g., Ghandi, Martin Luther King, Jesus Christ, Adolph Hitler) or on the unsuccessful leaders even though they are often the less-interesting (“sexy”) topic. Borrowing the thoughts of a friend and former colleague, the late Professor Larry L. Cummings (Carlson Professor of Organizational Behavior, University of Minnesota), we note that the method of differences would require us to study the conditions that gave rise to successful leadership, and to contrast those leaders with leaders that were not successful. The method of differences is likely to lead to observations that are much less dramatic and much less exciting, but it is much more likely to lead to observations that are more generalizable across leadership situations, as well as being generative in terms of ideas for further inquiry.

The method of extremes (i.e., looking only at the most successful leaders) does not lead to a diagnostic frame of mind. It does not lead to a frame of mind that questions why something happened, under what conditions it happened, or under what conditions it would not happen. The method of differences is much more likely to lead to the discovery of the conditional nature of knowledge and the conditional nature of prescriptions.

The second observation relates to the role of direct and personal experiences as a teacher. There are many ways (e.g., faith; intuition; the words of attractive, trusted, and respected others; direct and vicarious experiences; and science) through which we come to know that which we know. Because experiences are direct and personal, our experiences tend to be one of our most powerful teachers. While there are many problems associated with learning from personal experience (e.g., we are biased observers of our own behaviors, one’s experience is quite simply that—in all likelihood it is one of many, and it may not be very representative of its universe), there is a powerful role for your personal experiences to play in your study of leadership.

McGill University management professor Henry Mintzberg recently observed that learning is most interesting and powerful when formalized knowledge (i.e., well-developed concepts, theories, and scientific-based observations) and lived experiences connect. It is our hope that this can be accomplished through your thoughtful reflection and the dialogue that you have with your professors and fellow students.

## Self-Assessment Summary Record

**Instructions:** You are encouraged to record each of your self-assessment scores below. Accompanying each score you should also provide a brief interpretation of what that score means to you and/or an action plan for change. You might find it interesting to return to this self-assessment in one, three, and five years to monitor changes (or consistency) in your profile.

You might also consider preparing additional commentary for each self-assessment score that portrays (a) how you will behaviorally *demonstrate* that particular dimension (e.g., self-confidence, or various influence tactics), and (b) what your personal *plan for self-improvement* on that dimension will be.

**Self-confidence (Generalized self-efficacy)**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Leader-member exchange**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Justice**

**Procedural justice**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Distributive justice**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Interpersonal justice**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Informational justice**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Job affect**

**Positive job affect**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**High positive job affect**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Negative job affect**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**High negative job affect**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Motivation to lead**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Masculinity-Femininity**

**Masculinity**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Femininity**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Androgyny**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Self-monitoring**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Emotional intelligence**

Overall (global) score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Perception, appraisal, and expression of emotions**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Emotional facilitation of thinking**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Understanding and analyzing emotions and employing emotional knowledge**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Reflective regulation**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Influence tactics**

**Rational persuasion**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Pressure**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Upward appeal**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Exchange**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Ingratiation**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Coalition**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Inspirational appeal**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Consultation**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Personal power profile**

**Reward power**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Coercive power**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Legitimate power**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Referent power**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Expert power**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Michigan Organizational Assessment**

**Personal support**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Goal emphasis**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Work facilitation**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Initiating structure and consideration**

**Consideration behavior**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Initiating structure behavior**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Least Preferred Coworker (LPC)**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Individualism–Collectivism**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Trust in leadership**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Need for leadership**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Participatory leadership attitudes**

Overall Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Person's capacity**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Information sharing**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Participation**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Supervisory control**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Substitutes for leadership**

**Ability, experience, training, and knowledge**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Professional orientation**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Indifference toward organizational rewards**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Unambiguous, routine, and methodologically invariant tasks**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Task-provided feedback concerning accomplishments**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Intrinsically satisfying tasks**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Organizational formalization**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Organizational inflexibility**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Advisory and staff functions**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Closely knit, cohesive, interdependent work group**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Rewards not within the leader's control**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Spatial distance between superior and subordinate**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Subordinate need for independence**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Group cohesiveness**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Organization-based self-esteem**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Charismatic Leadership**

Score: \_\_\_\_\_

Personal meaning/interpretation: \_\_\_\_\_

**Transformational leadership**

**Articulate vision**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Role model**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Foster goal acceptance**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Performance expectations**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Individual support**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Intellectual stimulation**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Transactional leader behaviors**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Machiavellianism**

Score: \_\_\_\_\_

Personal meaning/Interpretation: \_\_\_\_\_

**Ethical Leadership**

Score \_\_\_\_\_

Personal meaning/interpretation: \_\_\_\_\_

**Servant Leadership**

Score: \_\_\_\_\_

Personal meaning/interpretation: \_\_\_\_\_

# Acknowledgments

There are many individuals whom we would like to acknowledge for their role in assisting us with the creation of this book. First, many organization scholars have worked hard at developing the theory of leadership and providing scientific observations of leaders and the leadership process. We thank them for providing us with an understanding of and insight into this very important organizational phenomenon.

Initial guidance was provided by Robert J. House, Craig Lundberg, Jerry Hunt, Chet Schreishem, Warren Bennis, Henry P. Sims Jr., Peter Frost, Jane M. Howell, Alan C. Filley, Charles C. Manz, Kimberly Boal, Larry L. Cummings, and Bernard M. Bass. Each provided us with ideas pertaining to important pieces of leadership literature, case studies, and exercises, that could be employed to help communicate the many lessons of leadership.

Following the first edition several individuals, including Anne Cummings, Larry Cummings, Alice Eagly, Edwin Hollander, Brian P. Niehoff, Albert A. Vicere, Jennifer Mencl, Greg Emery, Donald Maier, Gerald Thomas, James Gelah, Dean Frear, Morgan McCall, and Martin Schatz, reviewed, critiqued, and offered very helpful suggestions that aided us in strengthening the breadth, inclusiveness, thoroughness, and quality of our edited work. We want to say “thank you” for your assistance.

A special form of recognition must go to the undergraduate and graduate students who took the leadership course from us here at the University of Minnesota Duluth. Your passionate interest in leadership and the understanding of leaders and the leadership process that you derived from this set of readings encouraged us to assemble this book. Consequently, other students can now benefit from this interesting collection of materials taken from the leadership literature.

We benefited greatly from the many hours of assistance that we received from Adam Radel and Kara Ward here at the University of Minnesota Duluth. Adam conducted an extensive search identifying for us many leadership articles for our considerations. Adam and Kara also provided help with the myriad tasks associated with the preparation of our manuscript, and their patience and ever-willingness to help is appreciated.

We would like to extend our appreciation to Mary Fischer and Bill Schoof of Austen Press. We sincerely appreciate your encouragement, which led to the creation and publication of this book. Finally, we would like to thank John Weimeister for his encouragement and assistance in bringing about the birth and subsequent editions of this book.

*Jon L. Pierce*

*John W. Newstrom*