

2

Leadership Involves an Interaction Between the Leader, the Followers, and the Situation

NOTES

LEARNING OUTCOMES

After reading this chapter, you will be able to

- LO 2.1** Define leadership from different lenses through different examples.
- LO 2.2** Understand the interactional model between leader, follower and situation.
- LO 2.3** Recognise the roles and impact of each element in interactional model separately—leader, follower and situation.
- LO 2.4** Understand the factors that prevent women from leadership roles, their challenges and myths.
- LO 2.5** Establish similarities and dissimilarities in Management and Leadership in an organisation and how both reflect on each other and their perspective.

INTRODUCTION

In Chapter 1, we defined leadership as the process of influencing an organized group toward accomplishing its goals. In this chapter, we will expand on this definition by introducing and describing a three-factor framework of the leadership process. We find this framework to be a useful heuristic both for analyzing various leadership situations and for organizing various leadership theories and supporting research. Therefore, the remainder of this chapter is devoted to providing an overview of the framework, and many of the remaining chapters of this book are devoted to describing the components of the framework in more detail.

LEARNING OUTCOME 2.1

LOOKING AT LEADERSHIP THROUGH SEVERAL LENSES

In attempting to understand leadership, scholars understandably have spent much of their energy studying successful and unsuccessful leaders in government, business, athletics, and the military. Sometimes scholars have done this systematically by studying good leaders as a group, and sometimes they have done this more subjectively, drawing lessons about leadership from the behavior or character of an individual leader such as Martin Luther King, Jr., Bill Gates, or Hillary Clinton. The latter approach is similar to drawing conclusions about leadership from observing individuals in one's own life, whether it be a high school coach, a mother or father, or one's boss. It may seem that studying the characteristics of effective leaders is the best way to learn about leadership, but such an approach tells only part of the story.

Consider an example. Suppose a senior minister was told by one of his church's wealthiest and consistently most generous members that he should not preach any more prochoice sermons on

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Check Your Progress

Critically think about a good and bad leader. Identify the factors supporting their leadership style.

abortion. The wealthy man's contributions were a big reason a special mission project for the city's disadvantaged youth had been funded, and we might wonder whether the minister would be influenced by this outside pressure. Would he be a bad leader if he succumbed to this pressure and did not advocate what his conscience dictated? Would the minister be a bad leader if his continued public stand on abortion caused the wealthy man to leave the church and withdraw support for the youth program?

Although we can learn much about leadership by looking at leaders themselves, the preceding example suggests that studying only leaders provides just a partial view of the leadership process. Would we really know all we wanted to about the preceding example if we knew everything possible about the minister himself? His personality, his intelligence, his interpersonal skills, his theological training, his motivation? Is it not also relevant to understand a bit more, for example, about the community, his parishioners, the businessman, and so on? This points out how leadership depends on several factors, including the situation and the followers, not just the leader's qualities or characteristics. Leadership is more than just the kind of person the leader is or the things the leader does. Leadership is the process of influencing others toward the achievement of group goals; it is not just a person or a position.

If we use only leaders as the lens for understanding leadership, then we get a very limited view of the leadership process. We can expand our view of the leadership process by adding two other complementary lenses: the followers and the situation. However, using only the followers or the situation as a lens also would give us an equally limited view of the leadership process. In other words, the clearest picture of the leadership process occurs only when we use all three lenses to understand it.

A leader is best when people barely know that he exists Not so good when people obey and acclaim him, Worst of all when they despise him. "Fail to honor people, They fail to honor you;" But of a good leader, who talks little, When his work is done, his aim fulfilled, They will all say, "We did this ourselves."

Lao-tzu

LEARNING OUTCOME 2.2

The Interactional Framework for Analyzing Leadership

Perhaps the first researcher formally to recognize the importance of the leader, follower, and situation in the leadership process was Fred Fiedler. Fiedler used these three components to develop his contingency model of leadership, a theory of leadership that will be discussed in more detail in Chapter 9. Although we recognize Fiedler's contributions, we owe perhaps even more to Hollander's transactional approach to leadership. We call our approach the **interactional framework**.

There are several aspects of this derivative of Hollander's approach that are worthy of additional comment. First, as seen in Figure 2.1, the framework depicts leadership as a function of three elements—the **leader**, the **followers**, and the **situation**. Second, a particular leadership scenario

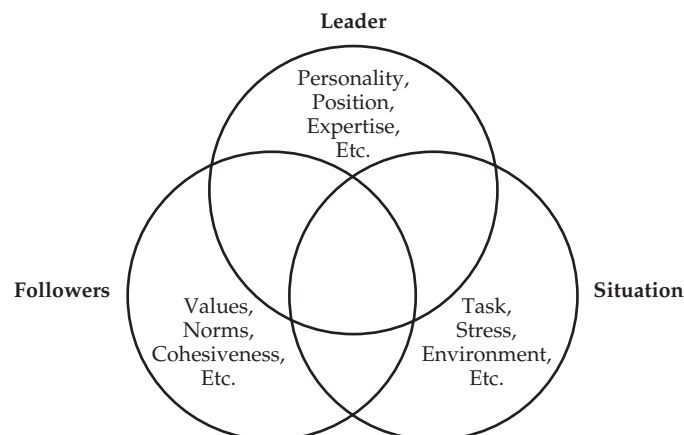


Figure 2.1 An interactional framework for analyzing leadership.

Source: Adapted from E. P. Hollander, *Leadership Dynamics: A Practical Guide to Effective Relationships*. New York: Free Press, 1978.

can be examined using each level of analysis separately. Although this is a useful way to understand the leadership process, we can have an even better understanding of the process if we also examine the interactions among the three elements, or lenses, represented by the overlapping areas in the figure. For example, we can better understand the leadership process if we not only look at the leaders and the followers but also examine how leaders and followers affect each other in the leadership process. Similarly, we can examine the leader and the situation separately, but we can gain even further understanding of the leadership process by looking at how the situation can constrain or facilitate a leader's actions and how the leader can change different aspects of the situation in order to be more effective. Thus, a final important aspect of the framework is that leadership is the result of a complex set of interactions among the leader, the followers, and the situation. These complex interactions may be why broad generalizations about leadership are problematic; there are many factors that influence the leadership process (see Highlight 2.1).

An example of one such complex interaction between leaders and followers is evident in what has been called in-groups and out-groups. Sometimes there is a high degree of mutual influence and attraction between the leader and a few subordinates. These subordinates belong to the **in-group** and can be distinguished by their high degree of loyalty, commitment, and trust felt toward the leader. Other subordinates belong to the **out-group**. Leaders have considerably more influence with in-group followers than with out-group followers. However, this greater degree of influence also has a price. If leaders rely primarily on their formal authority to influence their followers (especially if they punish them), then leaders risk losing the high levels of loyalty and commitment followers feel toward them. There is even a theory of leadership called **Leader–Member Exchange Theory** that describes these two kinds of relationships and how they affect the types of power and influence tactics leaders use.

Originally, Leader–Member Exchange Theory, or LMX theory, was developed to describe two kinds of relationships that occur among leaders and followers, and how these relationships affect the types of power used by a leader. One type of relationship is characterized by a high degree of mutual influence and attraction between the leader and a limited number of subordinates. These subordinates belong to the in-group and can be distinguished by the high degree of loyalty, commitment, and trust they feel toward the leader. The other subordinates belong to the out-group, and leaders typically use different forms of power and influence in interacting with in-group or out-group members.

Over time, LMX theory has broadened to include the entire continuum of relationships that leaders may have with members (for the purposes of this text, followers) rather than just in terms of the dichotomy between in-groups and out-groups. Here are a few of the kinds of questions that are used in LMX theory to assess the nature and quality of relationships between leaders and members (parallel versions are written from the leader's point of view):

- Do you know where you stand with your leader?
- How well does your leader understand your job problems and needs?
- How well does your leader recognize your potential?

*If you want to walk fast,
walk alone. If you want
to walk far, walk
together.*

Ratan Tata

The unique contribution of LMX theory is that it looks beyond just the personal characteristics of the leader, or the characteristics of the situation, or an interaction between the two, by looking at the nature of the relationship between the leader and his or her members (followers).

We will now examine each of the three main elements of the interactional framework in turn.

LEARNING OUTCOME 2.3

THE LEADER

This element primarily examines what the leader brings *as an individual* to the leadership equation. This can include unique personal history, interests, character traits, and motivation.

Leaders are *not* all alike, but they do tend to share many common characteristics. Research has shown that leaders differ from their followers, and effective leaders differ from ineffective leaders, on various

*Let me define a leader,
he must have vision and
passion and not be
afraid of any problem.
Instead, he must know
how to defeat it. Most
importantly, he must
work integrity.*

Dr APJ Abdul Kalam

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Check Your Progress

1. Elaborate the changing role of each element in interactional model and its impact on each other.
2. Does LMX theory hold importance in present scenario?

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Check Your Progress

1. Identify difference between active followers and passive followers.
2. Elaborate impact of followers on leader.

HIGHLIGHT 2.1

Corner Office: Leadership Styles

Good chefs need knives. Lots of knives: Knives with long blades and short, serrated and smooth, heavy and light. Good chefs know when, and why, to use each knife: whether slicing carrots or bread, boning fish or spreading frosting. Good leaders need different styles of leading: demanding and mobilizing, harmonious and consensus-building, driven and developmental. Good leaders know when, and why, to use each style: One style works best in a crisis while another helps forge a new vision, one helps heal and another builds competencies for the long-term.

Getting to be a good leader who can use varied styles is not easy: The only learning is trial and error. But good leaders are resilient and they look for options, so if one style does not work in a given situation they try another. As they learn which style they are best at and which people respond to, they can draw on them as needed. Getting there takes self-awareness, discipline and a willingness to take risks. But ultimately, the leaders most comfortable with all six leadership styles are the leaders who get the best results. Isn't that what leadership is all about?

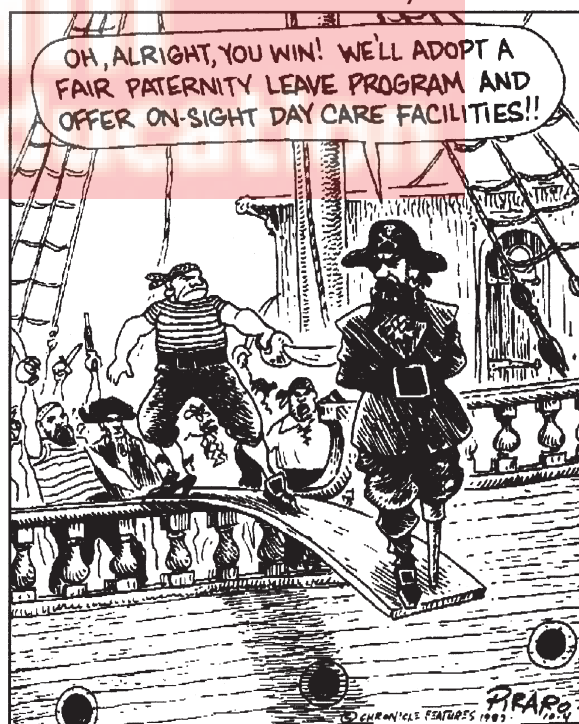
Know the six styles. It used to be that good leadership was like good art: No one could define it, but everyone knew it when they saw it. Recent research by the consulting firm Hay/McBer, however, has clarified what good leadership really is. The research drew on the experience of more than 3,800 executives worldwide, and found that there are six basic leadership styles: coercive, authoritative, affiliative, democratic, pacesetter and coaching. Each style reflects underlying emotional intelligence competencies.

Source: Adapted from: ABC News, published corner office column, 9 Oct 2017 (Tuesday)

personality traits, cognitive abilities, skills, and values. Another way personality can affect leadership is through temperament, by which we mean whether the leader is generally calm or is instead prone to emotional outbursts. Leaders who have calm dispositions and do not attack or belittle others for bringing bad news are more likely to get complete and timely information from

BIZARRO

by DAN PIRARO



Source: The “Bizarro” cartoon by Dan Piraro is reprinted courtesy Chronicle Features, San Francisco, California. All rights reserved. Copyright © Dan Piraro 2007, Bizarro.

subordinates than are bosses who have explosive tempers and a reputation for killing the messenger.

Another important aspect of the leader is how he or she achieved leader status. Leaders who are appointed by superiors may have less credibility with subordinates and get less loyalty from them than leaders who are elected or emerge by consensus from the ranks of followers. Often, emergent or elected officials are better able to influence a group toward goal achievement because of the power conferred on them by their followers. However, both elected and emergent leaders need to be sensitive to their constituencies if they wish to remain in power.

More generally, a leader's experience or history in a particular organization is usually important to her or his effectiveness. For example, leaders promoted from within an organization, by virtue of being familiar with its culture and policies, may be ready to "hit the job running." In addition, leaders selected from within an organization are typically better known by others in the organization than are leaders selected from the outside. That is likely to affect, for better or worse, the latitude others in the organization are willing to give the leader; if the leader is widely respected for a history of accomplishment, then she may be given more latitude than a newcomer whose track record is less well known. On the other hand, many people tend to give new leaders a fair chance to succeed, and newcomers to an organization often take time to learn the organization's informal rules, norms, and "ropes" before they make any radical or potentially controversial decisions.

A leader's legitimacy also may be affected by the extent to which followers participated in the leader's selection. When followers have had a say in the selection or election of a leader, they tend to have a heightened sense of psychological identification with her, but they also may have higher

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Check Your Progress

1. Who are legitimate leaders?
2. Discuss in groups of 4-5, does culture of an organization helps in shaping a leader?



I'll be blunt, coach. I'm having a problem with this 'take a lap' thing of yours . . ."

Source: © Tribune Media Services. All rights reserved. Reprinted with permission.

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Check Your Progress

1. Identify characteristics of good followers.
2. Can followers be leaders in future? Critically analyse.

expectations and make more demands on her. We also might wonder what kind of support a leader has from his own boss. If followers sense their boss has a lot of influence with the higher-ups, then subordinates may be reluctant to take their complaints to higher levels. On the other hand, if the boss has little influence with higher-ups, subordinates may be more likely to make complaints to these levels.

The foregoing examples highlight the sorts of insights we can gain about leadership by focusing on the individual leader as a level of analysis. Even if we were to examine the individual leader completely, however, our understanding of the leadership process would be incomplete.

THE FOLLOWERS

Followers are a critical part of the leadership equation, but their role has not always been appreciated. For example, we can look at history and be struck by the contributions of extraordinary individual leaders. Does the relative inattention to their followers mean the latter made no contributions themselves to the leadership process? Wasn't Mr. Spock's logic an important counterbalance to Captain Kirk's intuition on Star Trek? Wasn't the Lone Ranger daring partly because he knew he could count on Tonto to rescue him from impossible situations.

Even the major reviews of leadership literature show that early researchers paid relatively little attention to the roles followers play in the leadership process. However, we know that the followers' expectations, personality traits, maturity levels, levels of competence, and motivation affect the leadership process too.

The nature of followers' motivation to do their work is also important. Workers who share a leader's goals and values, and who feel intrinsically rewarded for performing a job well, might be more likely to work extra hours on a time-critical project than those whose motivation is solely monetary.

Even the number of followers reporting to a leader can have significant implications. For example, a store manager having three clerks working for him can spend more time with each of them (or on other things) than can a manager responsible for eight clerks and a separate delivery service; chairing a task force with five members is a different leadership activity than chairing a task force with 18 members. Still other relevant variables include followers' trust in the leader and their confidence (or not) that he or she is interested in their well-being. Another aspect of followers' relations to a leader is described in Profiles in Leadership 2.1.

Changing Roles for Followers

The preceding examples illustrate just a few ways in which followers compose an important and complementary level of analysis for understanding leadership. Such examples should point out

PROFILES IN LEADERSHIP 2.1

Servant Leadership

This style of leadership is driven with the thought of establishing leadership style and roles on the basis of some beliefs. The leadership is grounded on the values of the people who support the person in lead. The style in itself is concerned with the followers. Many leaders in history and past have followed this unique servant leadership style like Abraham Lincoln, Mahatma Gandhi and many more.

Servant leadership has its own impact over followers. Business leaders like Ratan Tata and Narayan Murthy were examples of the same. Their style of running the business is not to fetch profits but to establish India at a competitive edge and Indians as a bigger brand across the world.

With all the examples mentioned above, the servant leadership can be said to be driven by needs and values of followers but the growth of such leaders is not much. There are only few who are comfortable in allowing control in others hands.



how leadership must be understood in the context of a particular group of followers as well as in terms of an individual leader. Now, more than ever before, understanding followers is central to understanding leadership.

That is because the leader–follower relationship is in a period of dynamic change. One reason for this changing relationship is an increasing pressure on all kinds of organizations to function with reduced resources. Reduced resources and company downsizing have reduced the number of managers and increased their span of control, which in turn leaves followers to pick up many of the functions traditionally performed by leaders. Another reason is a trend toward greater power sharing and decentralized authority in organizations, which in turn creates greater interdependence among organizational subunits and increased need for collaboration among them. Furthermore, the nature of problems faced by many organizations is becoming so complex and the changes are becoming so rapid that more and more people are required to solve them.

These trends suggest several different ways in which followers can take on new leadership roles and responsibilities in the future. For one thing, followers can become much more proactive in their stance toward organizational problems. When facing the discrepancy between the way things are in an organization and the way they could or should be, followers can play an active and constructive role collaborating with leaders in solving problems. In general, making organizations better is a task that needs to be “owned” by followers as well as by leaders. With these changing roles for followers, it should not be surprising to find that qualities of good followership are statistically correlated with qualities typically associated with good leadership. One recent study found positive correlations between the followership qualities of active engagement and independent thinking and the leadership qualities of dominance, sociability, achievement orientation, and steadiness.

In addition to helping solve organizational problems, followers can better contribute to the leadership process by becoming better skilled at “influencing upward.” Because followers are often at the level where many organizational problems occur, they can provide leaders with relevant information so that good solutions are implemented. Although it is true that some leaders need to become better listeners, it is also true that many followers need training in expressing ideas to superiors more clearly and positively. Still another way followers can assume a greater share of the leadership challenge in the future is by staying flexible and open to opportunities. The future portends more change, not less, and followers who face change with positive anticipation and an openness to self-development will be particularly valued and rewarded.

If you act like an ass, don't get insulted if people ride you.
Yiddish proverb

Thus, to an ever increasing degree, leadership must be understood in terms of both leader variables and follower variables, as well as the interactions among them. But even that is not enough. In addition to understanding the leader and the followers, we must also understand the particular situations in which leaders and followers find themselves.

THE SITUATION

The situation is the third critical part of the leadership equation. Even if we knew all we could know about a given leader and a given set of followers, leadership often makes sense only in the context of how the leader and followers interact in a particular situation (see Profiles in Leadership 2.2).

You've got to give loyalty down, if you want loyalty up.
Donald T. Regan,
former CEO and
White House chief of
staff

The situation may be the most ambiguous aspect of the leadership framework since it can refer to anything from the specific task a group is engaged in all the way to broad situational contexts such as the remote predicament of the Andes survivors.

NOTES

Check Your Progress

1. Is there any similarity in Fielder's theory of leadership and LMX theory of leadership?
3. Does situation affect followership?
3. What is the difference between situational leadership and contingency leadership?

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Converting Crisis into Opportunities

John Bissell, an American, who visited Delhi in 1960, as a part of deal with his father to visit any country of his choice after graduation to take a break, before he joins his father's business. He came here and started working at Ford Foundation. In 1960s, he moved a step forward to export home furnishings to friends and family, then entering in domestic retail. Later he opened his first store in Greater Kailash, in the same year.

During 1976, major restructuring in business happened by RBI and government, which reshaped his entire business. He was not allowed to run business in residential area also 100% of export was considered wrong. He took a wise call at that time and decided to explore the domestic market of India.

Post 2000, FabIndia emerged as a well-established brand with two decades of experience, with 111 retail outlets PAN India and over 6 stores abroad. They widened their business to non-textile products including jewellery, home accessories, stationery, organic food and body care products.



LEARNING OUTCOME 2.4

ARE GOOD WOMEN LEADERS HARD TO FIND?

One important case in point of the complex interactions among leaders, followers, and the situation involves women in leadership roles. In this section we'll examine the extent to which women are taking on greater leadership responsibility than ever before, whether there are differences in the effectiveness of men and women in leadership roles, and what explanations have been offered to explain differences between men and women in being selected for and succeeding in positions of leadership. This is an area of considerable academic research and popular polemics, as evident in many recent articles in the popular press that claim a distinct advantage for women in leadership roles.

It is clear that women are taking on leadership roles in greater numbers than ever before. That's certainly true in government. In the U.S. Senate, for example, 42 percent of the women who have ever served there were holding office in 2003. Around the world, 43 of the 59 women ever to serve as presidents or prime ministers have come into office since 1990. The increasing proportion of women in leadership is evident outside of government as well. In 1972 women held 18 percent of managerial and administrative positions in the United States, but by 2002 the figure had risen to 46 percent.

While these statistics are important and promising, the fact is that problems still exist which constrain the opportunity for capable women to rise to the highest leadership roles in organizations (see Highlight 2.2). Many studies have been done considering this problem, a few of which we'll examine here.

In a classic study of sex roles, Schein demonstrated how bias in sex role stereotypes created problems for women moving up through these managerial roles. Schein asked male and female middle managers to complete a survey on which they rated various items on a five-point scale in terms of how characteristic they were of (a) men in general, (b) women in general, or (c) successful managers. Schein found a high correlation between the ways both male and female respondents perceived "males" and "managers," but no correlation between the ways the respondents perceived "females" and "managers." It was as though being a manager was defined by attributes thought of as masculine. Furthermore, it does not appear that the situation has changed much over the past two decades. In 1990, management students in the United States, Germany, and Great Britain, for example, still perceived successful middle managers in terms of characteristics more commonly ascribed to men than to women. One area where views *do* seem to have changed over time involves women's perceptions of their own roles. In contrast to the earlier studies, women today see as much similarity between "female" and "manager" as between "male" and "manager." To women, at least, being a woman and being a manager are not a contradiction in terms.

Check Your Progress

Is there any correlation between gender and style of leadership? Support with appropriate example.

Global Participation—Women

Global

Globally, Women's Labor Force participation rate decreased from 52.4% to 49.6% between 1995 and 2015

- The odds that a woman will participate in the labor force remains almost 30% less than they are for a man.
- Still, an additional quarter of a billion women have entered the labor force since 2006.
- Over 60% of the world's employed women work in the services sector.

Women Face a Gender Wage Gap Globally, Earning 77% of What Men Earn

In 2015, the global average annual earnings for women were \$11,000, compared to men's earnings of \$21,000.

Women held only 12% of the world's board seats in 2015.

India

Women's Participation in the labor force continues to fall.

- Women's labor force participation rate fell from 34.8% in 1990 to just 26.7% in 2014.
- In 2016, women held 16.0% of senior leadership roles.
- According to one report, women held 11.2% of board seats in 2015.

Source: Read more at: <https://phys.org/news/2017-08-women-positions-flexibility.html#jCp>

There also have been many other studies of the role of women in management. In one of these, *Breaking the Glass Ceiling*, researchers documented the lives and careers of 78 of the highest-level women in corporate America. A few years later the researchers followed up with a small sample of those women to discuss any changes that had taken place in their leadership paths. The researchers were struck by the fact that the women were much like the senior men they had worked with in other studies. Qualitatively, they had the same fears: They wanted the best for themselves and for their families. They wanted their company to succeed. And, not surprisingly, they still had a drive to succeed. In some cases (also true for the men) they were beginning to ask questions about life balance—was all the sacrifice and hard work worth it? Were 60-hour workweeks worth the cost to family and self?

Looking more quantitatively, however, the researchers expected to find significant differences between the women who had broken the glass ceiling and the men who were already there. After all, the popular literature and some social scientific literature had conditioned them to expect that there is a feminine versus a masculine style of leadership, the feminine style being an outgrowth of a consensus/team-oriented leadership approach. Women, in this view, are depicted as leaders who, when compared to men, are better listeners, more empathic, less analytical, more people-oriented, and less aggressive in pursuit of goals.

In examining women in leadership positions, the researchers collected behavioral data, including ratings by both self and others, assessment center data (gathered from leadership development programs at the Center for Creative Leadership), and their scores on the California Psychological Inventory. Contrary to the stereotypes and popular views, however, there were no statistically significant differences between men's and women's leadership styles. Women and men were equally analytical, people-oriented, forceful, goal-oriented, empathic, and skilled at listening. There were other differences between the men and women, however, beyond the question of leadership styles. The researchers did find (and these results must be interpreted cautiously because of the relatively small numbers involved) that women had significantly lower well-being scores, their commitment to the organizations they worked for was more guarded than that of their male counterparts, and the women were much more likely to be willing to take career risks associated with going to new or unfamiliar areas of the company where women had not been before.

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Check Your Progress

1. What are the challenges faced by the women at top?
2. Does followership gets affected by gender of a leader? Elaborate with examples.

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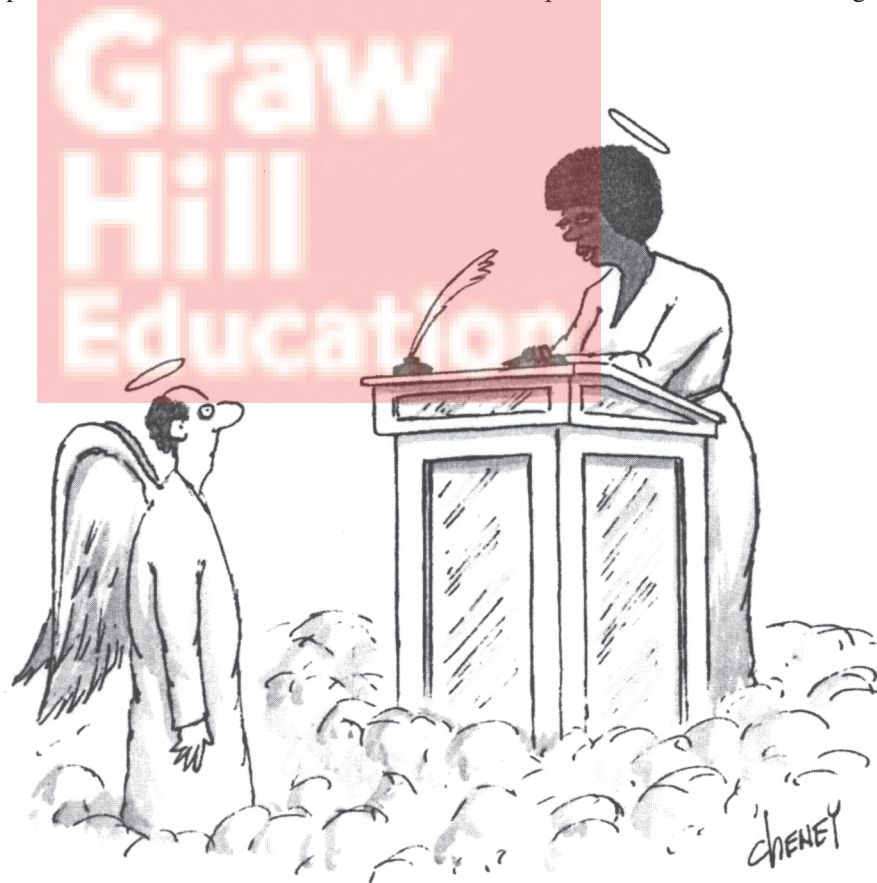
Check Your Progress

1. Under what conditions, female leaders are more preferred than males?
2. What do you think are common myths about leadership?

Continued work with women in corporate leadership positions has both reinforced and somewhat clarified these findings. For example, the lower scores for women with regard to their ratings of general well-being may reflect the inadequacy of their support system for dealing with day-to-day issues of living. This is tied to the reality for many women that in addition to having roles in their companies they remain chief caretakers for their families. Further, there may be additional pressures of being visibly identified as proof that the organization has women at the top.

Other types of differences—particularly those around “people issues”—are still not evident. In fact, the hypothesis is that such supposed differences may hinder the opportunities for leadership development of women in the future. For example, turning around a business that is in trouble or starting a new business are two of the most exciting opportunities a developing leader has to test her leadership abilities. If we apply the “women are different” hypothesis, then the type of leadership skills needed for successful completion of either of these assignments may well leave women off the list of candidates. However, if we accept the hypothesis that women and men are more alike as leaders than they are different, then women will be found in equal numbers on the candidate list.

Research on second-generation managerial women suggest many of them appear to be succeeding *because of* characteristics heretofore considered too feminine for effective leadership. Survey research by Judith Rosener identified several differences in how men and women described their leadership experiences. Men tended to describe themselves in somewhat transactional terms, viewing leadership as an exchange with subordinates for services rendered. They influenced others primarily through their organizational position and authority. The women, on the other hand, tended to describe themselves in transformational terms. They helped subordinates develop commitment for broader goals than their own self-interest, and described their influence more in terms of personal characteristics like charisma and interpersonal skill than mere organizational position.



“That’s what they all say, honey.”

Source: Copyright © The New Yorker Collection 1996 Tom Cheney from cartoonbank.com. All rights reserved.

According to Rosener, such women leaders encouraged participation and shared power and information, but went far beyond what is commonly thought of as participative management. She called it **interactive leadership**. Their leadership self-descriptions reflected an approach based on enhancing others' self-worth and believing that the best performance results when people are excited about their work and feel good about themselves.

How did this interactive leadership style develop? Rosener concluded it was due to these women's socialization experiences and career paths. As we indicated above, the social role expected of women has emphasized they be cooperative, supportive, understanding, gentle, and service-oriented. As they entered the business world, they still found themselves in roles emphasizing these same behaviors. They found themselves in staff, rather than line, positions, and in roles lacking formal authority over others such that they had to accomplish their work without reliance on formal power. What they had to do, in other words, was employ their socially acceptable behavioral repertoire in order to survive organizationally.

What came easily to women turned out to be a survival tactic. Although leaders often begin their careers doing what comes naturally and what fits within the constraints of the job, they also develop their skills and styles over time. The women's use of interactive leadership has its roots in socialization, and the women interviewees firmly believe that it benefits their organizations. Through the course of their careers, they have gained conviction that their style is effective. In fact, for some it was their own success that caused them to formulate their philosophies about what motivates people, how to make good decisions, and what it takes to maximize business performance.

Neither shall you allege the example of the many as an excuse for doing wrong.

Exodus 23.2

Rosener called for organizations to expand their definitions of effective leadership—to create a *wider* band of acceptable behavior so that both men and women will be freer to lead in ways which take advantage of their true talents. The extent of the problem is suggested by data from a study looking at how CEOs, almost all male, and senior female executives explained the paucity of women in corporate leadership roles. Figure 2.2 compares the percentages of CEOs versus female executives who endorsed various possible explanations of the situation. It is clear that the CEOs attributed it primarily to inadequacies in the quantity and quality of experience of potential women candidates for the top spots, while the females themselves attributed it to various forms of stereotyping and bias.

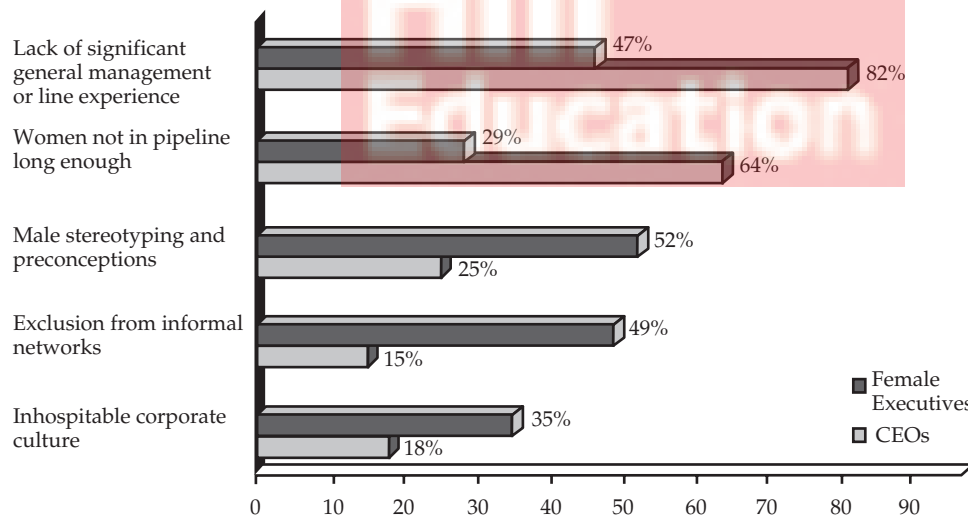


Figure 2.2 *What prevents women from advancing to corporate leadership?*

A more recent study sheds additional light on factors that impact the rise of women in leadership positions. It identifies four general factors that explain the shift toward more women leaders.

The first of these is that *women themselves have changed*. That's evident in the ways women's aspirations and attitudes have become more similar to those of men over time. That's illustrated in findings about the career aspirations of female university students, women's self-reports of traits such as assertiveness, dominance, and masculinity, and the value that women place on characteristics of work such as freedom, challenge, leadership, prestige, and power. The second

NOTES

Check Your Progress

Can manager be a leader, can leader be a manager? Elaborate in reference to latest examples in corporate world.

NOTES

factor is that *leadership roles have changed*, particularly with regard to a trend toward less stereotypically masculine characterizations of leadership. Third, *organizational practices* have changed. A large part of this can be attributed to legislation prohibiting gender-based discrimination at work, as well as changes in organizational norms that put a higher priority on results than an “old boy” network. Finally, the *culture has changed*. This is evident, for example, in the symbolic message often intended by appointment of women to important leadership positions, one representing a departure from past practices and signaling commitment to progressive change.

LEARNING OUTCOME 2.5

LEADERSHIP AND MANAGEMENT REVISITED

In Chapter 1 we looked at the relationship between leadership and management, and between leaders and managers. While these terms are not mutually exclusive, they do refer to a person’s distinctive *style* and *approach*. Even in a particular role, two people may approach it differently; one more like a leader, the other more like a manager. The governor of one state, for example, may function more as a leader, whereas the governor of another state may function more as a manager (and not because there’s anything different about the two states). It will be helpful to revisit those concepts in the context of the interactional framework.

Let’s begin by reviewing some of the distinctions Bennis makes between leaders and managers as described in Chapter 1.

Check Your Progress

Elaborate with example, the difference between leader and manager on the basis of type of organisation.

Leaders	Managers
Innovate	Administer
Develop	Maintain
Inspire	Control
Long-term view	Short-term view
Ask what and why	Ask how and when
Originate	Initiate
Challenge the status quo	Accept the status quo
Do the right things	Do things right

Bennis is hardly alone in contrasting leaders and managers. Numerous other scholars echo the idea of a basic distinction between leadership and management. Kotter, for example, described management in terms of coping with complexity, and leadership in terms of coping with change. Kotter noted how managerial practices and procedures can be traced to the 20th-century phenomenon of large organizations and the need to bring order and consistency to their functioning. Renewed interest in leadership, on the other hand, springs from the challenge of maintaining organizational success in an increasingly dynamic world. He said most U.S. corporations today, for example, are overmanaged and underled, but that “strong leadership with weak management is no better.” Fairholm emphasized still other differences between leadership and management when he wrote that

Leadership and management are different in purpose, knowledge base, required skills, and goals. We distinguish leaders as more personal in their orientation to group members than managers. They are more global in their thinking. Leaders, we suggest, focus on values, expectations, and context. Managers, on the other hand, focus on control and results. Leaders impact followers and constituent groups in a way that allows volitional activity of followers, not through formal authority mechanisms . . . Managers give clear direction, make solitary assignments, and work hard for cooperation. The leader communicates indirectly, gives overlapping and ambiguous assignments, and sometimes sets employees up for internecine strife—to test loyalty and the leader’s personal strength. Leaders value cooperation, not just coordination. They foster ideas of unity, equality, justice, and fairness in addition to efficiency and effectiveness, the bastions of management value.

Such differences are just what our framework is all about—**interactions**. In other words, the differences between leaders and managers, or between leadership and management, involve more than just differences between types of individuals. The differences extend to how such individuals *interact with* their followers and the situations they confront. Let’s explore how these distinctions affect the other two elements of the framework.



Leader–Follower–Situation Interactions

Leaders create environments within which followers’ innovations and creative contributions are welcome. Followers feel a stake in *shaping* something new, not just maintaining a status quo. Leaders also encourage growth and development in their followers in ways broader than what we might call mere job training (e.g., encouraging a follower to take on something really new, something that would stretch the follower but may involve failure on the task, or to take on a developmental experience not directly tied to the follower’s present job requirements). Leaders generally are more interested in the big picture of followers’ work, and tend to assess their followers’ performance less formally and less in terms of specific criteria than managers, and more in terms of holistic, personal, idiosyncratic, or intuitive criteria. Leaders motivate followers more personally and through more personal and intangible factors (e.g., through inspiration or the reward of just being able to work with the leader or on a particular project). Leaders redefine the parameters of tasks and responsibilities, both for individual followers and for the entire group. In that sense, leaders actively *change* the situations they’re in rather than just optimize their group’s adaptation to it. They are forever “moving outside the constraints of structure.” Such redefinitions also may occur through taking a long-term rather than a short-term perspective, through accentuating critical values or ends, or by marshaling energy to cope with some new threat.

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Manager–Follower–Situation Interactions

Managers are more likely to emphasize routinization and control of followers’ behavior. This might be expressed in terms of greater emphasis on making sure followers conform to policies or procedures (“doing it the way we’ve always done it”) or in a tendency to assign narrower rather than broader tasks for followers to perform. It might be expressed in lesser degrees of decision-making discretion or autonomy given to followers, as in a manager’s tendency to review *details* of work for them. Managers tend to assess their followers’ performance in terms of explicit, fairly specific job descriptions. Managers motivate followers more with extrinsic, even contractual consequences, both positive and negative. Managers tend to accept the definitions of situations presented to them. They might be unlikely, for example, to reorient a group’s task or mission in a whole new direction, or to change the whole culture of an organization. When managers do change things, they would be more likely to effect change officially, through control tactics such as developing new policies or procedures.

In reading the preceding paragraphs, it may seem to you that it’s better to be a leader than a manager (or, perhaps, vice versa). But such a conclusion would ignore important characteristics of the followers. In some situations leaders are successful and managers are not, but in other situations the opposite is true. Consider, for example, one of Bennis’s prototypical leaders: an inspiring individual having a vision of major institutional change that can be achieved only through the energy and creativity of committed followers. Such an inspiring individual may be thwarted, nonetheless, unless her followers share her value-based vision. If they are motivated primarily by economic incentives and are satisfied with their present lot, then the leader may fail to achieve her vision. The whole idea of *interaction* is that the effectiveness of any particular leader approach can be understood only in the context of certain follower and situational conditions. To return to Bennis’s distinctions, managers emphasize *stability* whereas leaders emphasize *change*. Managers emphasize consistency and predictability in follower behavior (doing what’s expected, doing things right), whereas leaders emphasize *changing* followers. That may mean transforming them or getting them to do more than they thought they could or thought they would.

Check Your Progress

1. Under what conditions, followership may not be a sign to judge leaders influence?
2. Under what conditions, situation emerges as an important factor than followers in leadership?

All men have some weak points and the more vigorous and brilliant a person may be, the more strongly these weak points stand out. It is highly desirable, even essential, therefore, for the more influential members of a general’s staff not to be too much like the general.

Major General Hugo
Baron von
Freytag-Loringhoven,
anti-Hitler conspirator

Leadership and Management as Solutions to Different Kinds of Problems

We’ve already seen several approaches to distinguishing between leadership and management. But whereas these often focus on how one or the other tends to flow from the leader or manager’s personal style, Ron Heifetz says that it’s more helpful to think of management and leadership as representing different kinds of activities—as solutions to quite different kinds of problems.

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Check Your Progress

Leadership and Management are incomplete without each other. Justify.



Heifetz says that often we face problems or challenges for which the problem-solving resources already exist. In general, you can think of these resources as having two aspects: specialized methods and specialized expertise. There are many technical problems that we can solve by applying widely known though specialized methods for solution. A simple example might be determining the gas mileage your car gets on a cross-country trip. The rules are simple to follow and they always work if you follow the rules correctly. At other times we may not know the answers, but it may be relatively easy to find the people who do. Maybe we can't fix the rattle coming from the car engine, but we believe that the mechanic *can* do so. We may not know how to fix our ailment, but we believe the physician will know what to do. We may not know how to use a new software system, but we believe that we can master it with assistance from an expert. Problems like these are what Heifetz calls **technical problems**. Even though they may be complex, there are expert solutions to them, and experts who know how to solve them even if we don't.

But not all problems are like that. Some problems, by their nature, defy even expert solution. Some problems cannot be solved using currently existing resources and ways of thinking. In fact, it's the nature of such problems that *it can be quite difficult even reaching a common definition of what the problem really is*. Solving such problems requires that the systems facing them make fundamental changes of some kind. Heifetz calls these **adaptive problems**. Whereas technical problems can be solved without changing the nature of the social system itself within which they occur, *adaptive problems can only be solved by changing the system itself*.

At work, the most critical issue in addressing technical problems is making sure they get to someone with the authority to manage the solution. According to Heifetz, however, most social problems turn out to be adaptive in nature. Almost by definition, then, significant organizational change is at least in part an adaptive challenge. Even a seemingly simpler leadership challenge at work, like getting someone else to take more seriously some constructive feedback, is actually an adaptive challenge rather than a technical one. But here is where the distinction between technical problems and adaptive problems can become blurred. Go back to our earlier example of seeing a physician because of a medical problem—but let's assume it's your elderly parent rather than yourself who is the patient. Let's further assume that the physician correctly solves the technical problem and provides the correct technical solution—a particular medication which has a noticeable but tolerable side effect. Getting your parent to take the medicine if they don't want to turns this seemingly simple technical problem into a challenging adaptive one.

How do you know when a challenge is mostly a technical challenge or mostly an adaptive challenge? It's an adaptive challenge either wholly or mostly:

- When people's hearts and minds need to change, and not just their standard or habitual behaviors.
- By a process of elimination—If every technical solution you can think of has failed to improve the situation, then it is more likely to be an adaptive challenge.
- If there is continuing conflict among people struggling with the challenge.
- In a crisis, which may be a reflection of an underlying or unrecognized adaptive problem.

The relevance of all this for our discussion of the relationship between leadership and management is simply that, while effective management practices can solve technical problems, only leadership can solve adaptive problems. That's because adaptive problems involve people's *values*, and finding solutions to problems which involve others' values requires the active engagement of *their* hearts and minds not just the leader's. This is what Heifetz calls **adaptive leadership**.

To summarize, Table 2.1 shows the relationship between whether a problem or a challenge is mostly technical or adaptive in nature, the kind of work required to effectively address the challenge, and who should be thought of as the "problem solver."

TABLE 2.1

	What's the work?	Who does the work?
Technical	Applying current know-how	Authorities
Adaptive	Discovering new ways	The people facing the challenge



A Final Word

Fairholm argued that organizations may need *two different kinds of people at the helm*: good leaders *and* good managers. He wrote, “We need competent, dedicated managers to provide continuity of process, to insure program productivity, and to control and schedule the materials needed for production or service delivery. We also need people who can infuse the organization with common values that define the organization, determine its character, link it to the larger society, and ensure its long-term survival.” But do examples like this prove that leaders and managers represent inherently different sorts of talents and interests? We think Kotter is on solid ground when he advises organizations preparing people for executive jobs to “ignore the recent literature that says people cannot manage and lead.” He said they should try to develop leader–managers. In other words, it may be useful to distinguish between the functions of leadership and management but still *develop* those complementary functions in the same individuals.

This point may be particularly important with regard to developing the talents of *younger* leader–managers. It would seem inappropriately narrow and limiting for a young person to define himself or herself as “the manager type” or “the leader type.” Premature self-definitions of being a leader *or* manager present such *reductio ad absurdum* eventualities as foreclosing real developmental opportunities (e.g., “I guess I shouldn’t seek that student body position since it’s a leadership role, and I’m really more the management type”) or as inappropriate reactions to the sorts of job responsibilities typical for a person early in her career (e.g., “Boss, you’ve been giving me too many management-type tasks, and I see myself more as a leader around here”). It seems prudent to note the commonalities—as shown in Figure 1.1—between leadership and management and not focus exclusively on the differences between them, *especially in the early stages of a person’s professional development*.

THERE IS NO SIMPLE RECIPE FOR EFFECTIVE LEADERSHIP

As noted previously, it is important to understand how the three domains of leadership interact—how the leader, the followers, and the situation are all part of the leadership process. Understanding their interaction is necessary before you can draw valid conclusions from the leadership you observe around you. When you see a leader’s behavior (even when it may appear obviously effective or ineffective to you), you should not automatically conclude something good or bad about the leader, or what is the right way or wrong way leaders should act. You need to think about the effectiveness of that behavior in *that* context with *those* followers.

*Little things affect little
minds.*
Benjamin Disraeli

As obvious as the above sounds, we often ignore it. Too frequently, we just look at the leader’s behavior and conclude that he or she is a good leader or a bad leader apart from the context. For example, suppose you observe a leader soliciting advice from subordinates. Obviously, it seems unreasonable to conclude that good leaders always ask for advice or that leaders who do not frequently ask for advice are not such good leaders. The appropriateness of seeking input from subordinates depends on many factors, such as the nature of the problem or the subordinates’ familiarity with the problem. It may be that the subordinates have a lot more experience with this particular problem, and soliciting their input is the correct action to take in this situation.

Consider another example. Suppose you hear that a leader did not approve a subordinate’s request to take time off to attend to family matters. Was this bad leadership because the leader did not appear to be “taking care of her people”? Was it good leadership because she did not let personal matters interfere with the mission? Again, you cannot make an intelligent decision about the leader’s actions by just looking at the behavior itself. You must always assess leadership in the context of the leader, the followers, and the situation.

The following statements about leaders, followers, and the situation make the above points a bit more systematically.

- A leader may need to respond to various followers differently in the same situation.
- A leader may need to respond to the same follower differently in different situations.
- Followers may respond to various leaders quite differently.
- Followers may respond to each other differently with different leaders.
- Two leaders may have different perceptions of the same followers or situations.

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Check Your Progress

State three examples of effective and ineffective leaders, compare their styles and discuss in details.

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Conclusion: Drawing Lessons From Experience

All of the above leads to one conclusion: The right behavior in one situation is not necessarily the right behavior in another situation. It does *not* follow, however, that any behavior is appropriate in any situation. Although we may not be able to agree on the one best behavior in a given situation, we often can agree on some clearly inappropriate behaviors. Saying that the right behavior for a leader depends on the situation is not the same thing as saying it does not matter what the leader does. It merely recognizes the complexity among leaders, followers, and situations. This recognition is a helpful first step in drawing meaningful lessons about leadership from experience.

Activity

In this activity you will explore connotations to the words *leadership* and *management*. Divide yourselves into small groups and have each group brainstorm different word associations to the terms *leader* and *leadership* or *manager* and *management*. In addition, each group should discuss whether they would prefer to work for a manager or for a leader, and why. Then the whole group should discuss similarities and differences among the respective perceptions and feelings about the two concepts.

Minicase

“Can Disney Save Disney?”

The Disney name identifies an institution whose \$22 billion in annual sales make it the world’s largest media company. It was Walt Disney’s creative leadership that established the Disney company as one of the leaders in American business. Walt Disney and his brother Roy started Disney Brothers Studio in Hollywood in 1923. Artistically, the 1930s were Disney’s best years. Walt Disney embraced new advances in color and sound, and pushed his team of enthusiastic young artists to pursue the most sophisticated techniques of the day. Disney risked everything on his first feature film, *Snow White and the Seven Dwarfs*, released in 1937. Audiences loved it. His focus on the positive and the life-affirming themes he incorporated into all his work provided much-needed smiles and laughter for audiences during the depths of the Great Depression.

Roy Disney became chairman after Walt died of lung cancer in 1966. In 1971 Roy died and his son, Roy E. Disney, became the company’s principal individual shareholder. In 1984 new CEO Michael Eisner and president Frank Wells ushered in an era of innovation and prosperity. They instituted marathon meetings for generating creative ideas, forcing everyone to work grueling hours. The approach worked, and for the first 10 years of his tenure, Eisner was considered a genius. He revived Disney’s historic animation unit, invested in the theme parks, led the expansion into Europe, and breathed new life into the company by partnering with cutting-edge companies like Pixar and Miramax. Eisner built Disney into a formidable media powerhouse, boosting its profits sixfold and sending its share price soaring almost 6,000 percent.

But more recent years have been challenging for Eisner and the Disney company. Eisner’s initial magical effect has lost its shine and his more recent actions and decisions have had less-than-desirable effects on the company. Roy Disney, the last of the founding family to work at the company, quit the board in 2003 and began a campaign to try and oust Eisner. In his letter of resignation Disney asserted that Eisner has become an ineffective leader, claiming that Eisner consistently “micro-manages” everyone, resulting in loss of morale. He saw Eisner’s cost-conscious decisions to shut down an Orlando animation studio and cut costs at theme parks as resulting in “creative brain drain” and creating the perception that the company is looking for “quick buck” solutions rather than long-term value. Disney also cited Eisner’s inability to maintain successful relationships with creative partners like Pixar and Miramax (both contracts with these studios were not renewed) and his lack of a succession plan as dangerous to the future of the company.

Eisner ultimately lost his bid to retain his position as CEO and was forced to resign in 2005, one year before his contract as CEO expired.

1. Consider Walt Disney's effectiveness in terms of the three domains of leadership—the leader, the followers, and the situation. For each domain name factors that contributed to Disney's success.
2. Now think about Michael Eisner's leadership effectiveness. Name factors within the three domains of leadership that might be responsible for controversy surrounding Eisner's success and then ultimate failure and removal as Disney CEO.
3. Which year was treated as artistically best year of Disney?
 - (a) 1937
 - (b) 1923
 - (c) 1930
 - (d) 2003
4. Why Eisner was declared as ineffective leader?
 - (a) Lack of leadership skills
 - (b) Lacks morale
 - (c) Micro Management
 - (d) Poor team work
5. For how many years Disney persist on aggressive expansion mode?
 - (a) 17
 - (b) 12
 - (c) 15
 - (d) 10

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3. (c) 4. (c) 5. (d) Key to MCQs

Sources: R. Grover, *The Disney Touch* (Burr Ridge: Irwin, 1997); BBC News Online business reporter Friday, 13 February, 2004, 08:03 GMT; http://www.usatoday.com/money/media/2004-01-19-disneyoutlook_x.htm; <http://www.savedisney.com>; R. A. Heifetz, *Leadership without Easy Answers*. Cambridge, MA: Belknap, 1988; U.S. Bureau of Labor Statistics; *Labor Force Statistics Derived From the Current Population Survey: A Databook* (Vol. 1: Bulletin 2096, 1982). Washington, D.C.: U.S. Department of Labor, 1982; U.S. Bureau of Labor Statistics, *Household Data: Monthly Household Data (Table A-19: Employed persons by occupation, sex and age)*, 2002. Retrieved November 24, 2002, from <ftp://ftp.bls.gov/pub/auppl/empsit.cpseea19.txt>.

Key Terms

Active followers The group of followers who are actively involved and generally a part of in-group.

Adaptive leadership Leadership wherein leaders adapt according to the system and environment.

Adaptive problems Problems related to system issues and know-how.

Dependent, uncritical thinking Influence thinking with narrow understanding.

Followers An individual or a group following leader.

In-group The inner group of close and connected people which is instrumental in leadership.

Independent, critical thinking Free from bias and rational thinking

Interactional framework The framework of interactional relationship between leader, follower and situation.

Interactive leadership A participative style of leadership involving interactions at all levels.

Leader A person who commands the group and solves problems.

Leader-Member Exchange theory A theory established on in-group and out-group subordinate.

Out-group The outer circle of people which are instrumental in leadership.

Passive followers The group of followers who are inactive and generally are part of out-groups.

Situation An environment pattern supportive or not so supportive in leadership.

Technical problems Problems specifically related to expertise and specific technical know-how

In Review

Leadership is a process in which leaders and followers interact dynamically in a particular situation or environment.

Leadership is a broader concept than that of leaders, and the study of leadership must involve more than just the study of leaders as individuals. The study of leadership must also include two other areas: the followers and the situation.

The interactive nature of these three domains has become increasingly important in recent years and can help us to better understand the changing nature of leader-follower relationships and the increasingly greater complexity of situations leaders and followers face.

Because of this complexity, now, more than ever before, effective leadership cannot be boiled down to a simple and constant recipe.

It is still true, however, that good leadership makes a difference, and it can be enhanced through greater awareness of the important factors influencing the leadership process.

Multiple-Choice Questions

1. The interactional framework of leadership interaction includes:
 - (a) followers, leaders, and situations.
 - (b) individuals, groups, and organizations.
 - (c) individual followers, groups, and leaders.
 - (d) first-level supervisors, mid-level managers, and top-level leaders.
2. What is the unique contribution of the LMX theory?
 - (a) It looks at just the personal characteristics of the leader.
 - (b) It looks at the nature of the relationship between the leader and his/her followers.
 - (c) It looks at the characteristics of the situation.
 - (d) It looks at the interaction between the leader and his/her followers.
3. Leaders who are appointed by superiors:
 - (a) need to be sensitive to their constituencies.
 - (b) always have credibility with subordinates.
 - (c) are better able to influence a group toward goal achievement.
 - (d) have the loyalty of the organization's subordinates.
4. According to popular literature and some social scientific literature of the role of women in management, women are depicted as leaders who, when compared to men, are:
 - (a) less competitive
 - (b) less empathic
 - (c) more analytical
 - (d) more people-oriented
5. According to a survey research by Judith Rosener, in terms of their leadership experiences,
 - (a) women tended to describe themselves in transactional terms.
 - (b) men tended to describe themselves in somewhat transformational terms.
 - (c) men influenced others primarily in terms of personal characteristics.
 - (d) women helped subordinates develop commitment for broader goals than their own self-interest.



6. Women leaders' interactive leadership style developed:
 - (a) due to their socialization experiences and career paths.
 - (b) because of exchanges with subordinates for services rendered.
 - (c) by influencing others primarily through their organizational position and authority.
 - (d) because of their organizational position.
7. Most male CEOs attribute the paucity of women in corporate leadership roles to which of the following?
 - (a) Exclusion from informal networks
 - (b) Women not in pipeline long enough
 - (c) Male stereotyping and preconceptions
 - (d) Inadequacies in the quality of experience for the top spots
8. Leaders, as compared to managers, tend to assess their followers' performance:
 - (a) less in terms of personal criteria.
 - (b) more in terms of specific criteria.
 - (c) less in terms of holistic criteria.
 - (d) more in terms of idiosyncratic criteria.
9. Leaders redefine the parameters of tasks and responsibilities, both for individual followers and for the entire group by all the following ways except:
 - (a) taking a short-term perspective.
 - (b) actively change the situations they are in.
 - (c) through accentuating critical values.
 - (d) by marshaling energy to cope with some new threat.
10. Finding solutions to problems which involve others' values requires the active engagement of their hearts and minds not just the leader's. This requires:
 - (a) authoritarian leadership
 - (b) influential leadership
 - (c) adaptive leadership
 - (d) participative leadership

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- Key to MCQs**
- | | | | | | | | | | |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| 1. (a) | 2. (b) | 3. (a) | 4. (d) | 5. (d) | 6. (a) | 7. (d) | 8. (d) | 9. (a) | 10. (c) |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|

Concept Questions

1. According to the interactional framework, effective leader behavior depends on many variables. It follows there is no simple prescription for effective leader behavior. Does this mean effective leadership is merely a matter of opinion or subjective preference?
2. Generally, leaders get most of the credit for a group's or an organization's success. Do you believe this is warranted or fair?
3. What are some of the other characteristics of leaders, followers, and situations you could add to those listed in Figure 2.1?

Suggested Readings

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