PETER G. NORTHOUSE

INTRODUCTION TO LEADERSHIP

Fifth Edition • Concepts and Practice

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Introduction to Leadership: Concepts and Practice, 5th Edition provides readers with a clear, concise overview of the complexities of practicing leadership and concrete strategies for becoming better leaders.

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INTRODUCTION TO
LEADERSHIP

Fifth Edition

To Madison, Isla, Sullivan, and Edison

INTRODUCTION TO
LEADERSHIP

Fifth Edition • Concepts and Practice

PETER G. NORTHOUSE
Western Michigan University

This reprinted edition of *Introduction to Leadership*, Fifth Edition, has been revised to align with SAGE's updated bias-free language guidelines. In addition, a new profile of Harriet Tubman supersedes the profile of George Washington found in earlier versions of the text.

Printed in the United States of America

This book is printed on acid-free paper.

BRIEF CONTENTS

DETAILED CONTENTS

PREFACE

Leadership is a highly valued commodity. Given the volatility in world affairs and our national political climate, the public's desire for constructive leadership is higher than it has ever been. People continue to be fascinated by who leaders are and what leaders do. They want to know what accounts for good leadership and how to become good leaders. Despite this strong interest in leadership, very few books clearly describe the complexities of practicing leadership. I have written *Introduction to Leadership: Concepts and Practice* to fill this void.

Each chapter describes a fundamental principle of leadership and how it relates in practice to becoming an effective leader. These fundamentals are illustrated through examples, profiles of effective leaders, and case studies. The text comprises 14 chapters: **Chapter 1, "Understanding Leadership,"** analyzes how different definitions of leadership have an impact on the practice of leadership. **Chapter 2, "Recognizing Your Traits,"** examines leadership traits found to be important in social science research and explores the leadership traits of a select group of historical and contemporary leaders. **Chapter 3, "Understanding Leadership Styles,"** explores how a person's view of people, work, and human nature forms a personal philosophy of leadership and how this relates to three commonly observed styles of leadership: authoritarian, democratic, and laissez-faire. **Chapter 4, "Attending to Tasks and Relationships,"** describes how leaders can integrate and optimize task and relationship behaviors in their leadership role. **Chapter 5, "Developing Leadership Skills,"** considers three types of leadership skills: administrative, interpersonal, and conceptual. **Chapter 6, "Engaging Strengths,"** discusses the emerging field of strengths-based leadership, looking at how several assessment tools can help one to recognize their own strengths and those of others and then put those strengths to work as an effective leader. **Chapter 7, "Creating a Vision,"** explores the characteristics of a vision and how a vision is expressed and implemented. **Chapter 8, "Establishing a Constructive Climate,"** focuses on how important it is for leaders who are running groups or organizations to provide structure, clarify norms, build cohesiveness, and promote standards of excellence. **Chapter 9, "Embracing Diversity and Inclusion,"** discusses the importance of inclusive leadership and best practices for creating inclusive environments. **Chapter 10, "Listening to Out-Group Members,"** explores the nature of out-groups, their impact, and ways leaders should respond to out-group members. **Chapter 11, "Managing Conflict,"** addresses the question of how we can manage conflict and produce positive change. **Chapter 12, "Addressing Ethics in Leadership,"** explores six factors that are related directly to ethical leadership: character, actions, goals, honesty, power, and values. **Chapter 13, "Overcoming Obstacles,"** addresses seven obstacles that followers may face and how a leader can help them to overcome these. Finally, **Chapter 14, "Exploring Destructive Leadership,"** analyzes the causes of toxic leadership and discusses practical ways to confront and nullify it.

NEW TO THIS EDITION

This edition retains the chapters of the previous edition but has been expanded and enhanced in several ways:

- First, a new chapter on **destructive leadership** has been added. This chapter examines the nature of destructive leadership using a framework called the Toxic Triangle, which describes how destructive leadership emerges from a complex set of interactions between the leader, susceptible followers, and the environment. To combat destructive leadership, the chapter provides practical guidelines that followers and organizations can employ when toxic leaders seize power and act destructively.

- Second, this edition includes **18 new case studies** that illustrate the chapter content and challenge the reader to use this information to solve "real world" leadership challenges.

- Third, it includes **5 new leadership snapshots** on leaders, including Michelle Obama, Jasmine Crowe, and Elizabeth Holmes, which use stories of the successes and failures of leaders in a variety of fields to illustrate chapter concepts.

- Fourth, this edition includes a **new questionnaire on abusive leadership** that helps students understand the dimensions of destructive leadership as well as their own destructive leadership tendencies.

SPECIAL FEATURES

Introduction to Leadership: Concepts and Practice is designed to help the reader understand how to become a better leader. While the book is grounded in leadership theory, it describes the basics of leadership in an understandable and user-friendly way. Each chapter focuses on a fundamental aspect of leadership, discusses how it can be applied in real leadership situations, and provides a relevant profile of a leader.

Perhaps the most notable features of this book are the four applied activities included in every chapter, which allow the reader to explore leadership concepts and real-world applications:

- **Case studies** illustrate the leadership concepts discussed in the chapter. At the end of each case, thought-provoking questions help the reader analyze the case using ideas presented in the chapter.

- **Self-assessment questionnaires** help the reader determine their own leadership style and preferences. Students may want to complete this questionnaire before reading the chapter's content. By completing the questionnaire first, the reader will be more aware of how the chapter's content specifically applies to their leadership tendencies.

- **Observational exercises** guide the reader in examining behaviors of leaders from their own life experiences.

- **Reflection and action worksheets** stimulate the reader to reflect on their leadership style and identify actions to take to become more effective.

AUDIENCE

A practice-oriented book, *Introduction to Leadership: Concepts and Practice* is written in a user-friendly style appropriate for introductory leadership courses across disciplines. Specifically, it is well suited for programs in leadership studies and leadership courses in schools of agriculture, allied health, business, communication, education, engineering, management, military science, nursing, political science, public administration, religion, and social work. In addition, this book is appropriate for programs in continuing education, corporate training, executive development, in-service training, and government training. It is also useful for student extracurricular activities.

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  - formative **knowledge checks** for each major section of the text that quickly reinforce what students have read and ensure they stay on track;
  - dynamic, hands-on **multimedia activities** that tie real world examples and motivate students to read, prepare for class;
  - summative **chapter tests** that reinforce important themes; and
  - **helpful hints and feedback** (provided with all assignments) that offer context and explain why an answer is correct or incorrect, allowing students to study more effectively.
- **Compelling polling questions** bring concepts to life and drive meaningful comprehension and classroom discussion.
- **Short-answer questions** provide application and reflection opportunities connected to key concepts.
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- **A student dashboard** offers easy access to grades, so students know exactly where they stand in your course and where they might improve.
- **Honest value** gives students access to quality content and learning tools at a price they will appreciate.

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SAGE coursepacks for Instructors

The SAGE coursepack for *Introduction to Leadership: Concepts and Practice*, *Fifth Edition* makes it easy to import our quality instructor materials and student resources into your school's learning management system (LMS), such as Blackboard, Canvas, Brightspace by

D2L, or Moodle. Intuitive and simple to use, **SAGE coursepack** allows you to integrate only the content you need, with minimal effort, and requires no access code. Don't use an LMS platform? You can still access many of the online resources for *Introduction to Leadership: Concepts and Practice, Fifth Edition* via the **SAGE edge** site.

Available SAGE content through the coursepack includes:

- Pedagogically robust **assessment tools** that foster review, practice, and critical thinking and offer a more complete way to measure student engagement, including:

  o Diagnostic **coursepack chapter quizzes** that identify opportunities for improvement, track student progress, and ensure mastery of key learning objectives.

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  o **Activity and quiz options** that allow you to choose only the assignments and tests you want.

- Editable, chapter-specific **PowerPoint®** slides that offer flexibility when creating multimedia lectures so you don't have to start from scratch but can customize to your exact needs.

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SAGE edge for Instructors at **https://edge.sagepub.com/northouseintro5e** supports teaching by making it easy to integrate quality content and create a rich learning environment for students.

- The **test bank**, built on Bloom's taxonomy (with Bloom's cognitive domain and difficulty level noted for each question), is created specifically for this text.

- **Sample course syllabi** provide suggested models for structuring your course.

- Editable, chapter-specific **PowerPoint® slides** offer complete flexibility for creating a multimedia presentation for the course, so you don't have to start from scratch but can customize to your exact needs.

- Lecture Notes features chapter summaries and outlines, providing an essential reference and teaching tool for lectures.

- A set of all the **graphics from the text**, including all the maps, tables, and figures in PowerPoint formats are provided for class presentations.

- **Chapter-specific questions** help launch discussion by prompting students to engage with the material and by reinforcing important content.

- **Class activities and web exercises** provide lively and stimulating ideas for use in and out of class reinforce active learning. The activities apply to individual or group projects.

SAGE Premium Video

Introduction to Leadership offers premium video, available exclusively in the **SAGE vantage** digital option, produced and curated specifically for this text, to boost comprehension and bolster analysis.

SAGE Self-Assessments

Introduction to Leadership features interactive Leadership Self-Assessments, available exclusively in the **SAGE vantage** digital option, to help students strengthen their leadership abilities by providing them with personalized feedback based on their responses to each questionnaire.

ACKNOWLEDGMENTS

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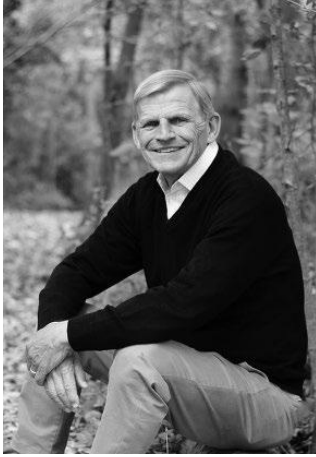
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UNDERSTANDING LEADERSHIP

INTRODUCTION

This book is about *what it takes to lead.* Everyone, at some time in life, is asked to be a leader, whether to lead a classroom discussion, coach a children's soccer team, or direct a fund-raising campaign. Many situations require leadership. Leadership, according to Rost (1991), is a mutual influence *process*, involving both leaders and followers. But, in every leadership situation, expectations and demands are placed upon one or more individuals to initiate and take responsibility for a decision, an event, or another need. A leader may have a high profile (e.g., an elected public official) or a low profile (e.g., a volunteer leader), but in every situation, leadership demands are placed on the individual who is the leader. Being a leader is challenging, exciting, and rewarding, and carries with it many responsibilities. This chapter discusses different ways of looking at leadership and their impacts on what it means to be a leader.

LEADERSHIP EXPLAINED

At the outset, it is important to address a basic question: *What is leadership?* Scholars who study leadership have struggled with this question for many decades and have written a great deal about the nature of leadership (Antonakis, Cianciolo, & Sternberg, 2004; Bass, 1990; Conger & Riggio, 2007). (See Box 1.1.) In leadership literature, more than 100 different definitions of leadership have been identified (Rost, 1991). Despite these many definitions, a number of concepts are recognized by most people as accurately reflecting what it is to be a leader.

"Leadership Is a Trait"

First, leadership is thought of as a *trait*. A **trait** is a distinguishing quality of an individual, and defining leadership as a trait means that each individual brings to the table certain qualities that influence the way they lead. Some leaders are confident, some are decisive, and still others are outgoing and sociable. Saying that leadership is a trait places a great deal of emphasis on the leader and on the leader's special gifts. It follows the

Box 1.1

THE EVOLUTION OF LEADERSHIP

Leadership has long intrigued humankind and has been the topic of extensive literature for centuries. The earliest writings include philosophies of leadership such as Machiavelli's *The Prince* (1531/2005) and biographies of great leaders. With the development of the social sciences during the 20th century, inquiry into leadership became prolific. Studies on leadership have emerged from every discipline "that has had some interest in the subject of leadership: anthropology, business administration, educational administration, history, military science, nursing administration, organizational behavior, philosophy, political science, public administration, psychology, sociology, and theology" (Rost, 1991, p. 45).

As a result, there are many different leadership approaches and theories. While the words are often used interchangeably, approaches and theories are different conceptually. An **approach** is a general way of thinking about a phenomenon, not necessarily based on empirical research. A **theory** usually includes a set of hypotheses, principles, or laws that explain a given phenomenon. Theories are more refined and can provide a predictive framework in analyzing the phenomenon. For example, the spiritual leadership approach is a conceptualization of leadership that does not yet have a body of empirical research to validate it, while contingency leadership theory has a refined set of propositions based on the results of multiple research studies.

Not unlike fashion, approaches to and theories of leadership have evolved, changed focus and direction, and built upon one another during the past century. To understand this evolution, a brief historical view can be helpful:

Trait Theories

The early **trait approach** focused on identifying the innate qualities and characteristics possessed by widely revered social, political, and military leaders such as Mohandas Gandhi, Abraham Lincoln, Moses, and Joan of Arc. Also called **"Great Man" theories**, these studies of leadership traits were especially strong from 1900 to the early 1940s and enjoyed a renewed emphasis beginning in the 1970s as researchers began to examine visionary and charismatic leadership. In the 1980s, researchers linked leadership to the **"Big Five" personality factors** while interest in **emotional intelligence** as a trait gained favor in the 1990s. (For a discussion of *emotional intelligence* as a leadership skill, see Chapter 5, pages 101–113.)

Behavior Theories

In the late 1930s, leadership research began to focus on behavior—what leaders do and how they act. Groundbreaking studies by researchers at The Ohio State University and the University of Michigan in the 1940s and 1950s analyzed how leaders acted in small group situations. **The behavior approach** hit its heyday in the early 1960s with Blake and Moulton's (1964) work exploring how managers use **task** and **relationship behaviors** in the organizational setting.

Situational Theories

The premise of these theories is that different situations demand different kinds of leadership. Serious examination of the situational role in leadership began in the late 1960s by Hersey and Blanchard (1969) and Reddin (1967). **Situational approaches** continued to be refined and revised from the 1970s through the 1990s (Vecchio, 1987). One of these, **path–goal theory**, examines how leaders use employee motivation to enhance performance and satisfaction. Another approach, **contingency theory**, focuses on the match between the leader's style and specific situational variables.

Relational Theories

In the 1990s, researchers began examining the nature of relations between leaders and followers. This research ultimately evolved into the **leader–member exchange (LMX) theory**. LMX theory predicts that high-quality relations generate more positive leader outcomes than low-quality relations. Research in the **relational approach** to leadership continues to generate moderate interest today.

"New Leadership" Approaches

When these approaches began appearing in the mid-1980s—three decades ago—they were, and continue to be, called "new leadership" approaches (Bryman, 1992). Beginning with the work of Bass (1985, 1990), leadership studies generated visionary or charismatic leadership theories. From these approaches developed **transformational leadership theory**, which describes leadership as a process that changes people and organizations.

Emerging Leadership Approaches

A diverse range of approaches to leadership is emerging during the 21st century:

- **Adaptive leadership** examines how leaders help people address problems, face challenges, and adapt to change. Adaptive leadership stresses that the leaders don't solve the problems but, rather, encourage others to do the problem solving and adapt to change.

- **Authentic leadership** is an approach that looks at the authenticity of leaders and their leadership and is currently enjoying strong interest.

- **Spiritual leadership** considers how leaders use values, a sense of "calling," and membership to motivate followers.

- **Servant leadership** emphasizes the "caring principle" with leaders as "servants" who focus on their followers' needs in order to help these followers become more autonomous, knowledgeable, and like servants themselves.

- **Gender-based studies**, which have gained much momentum as women continue to become more dominant in the workforce, especially on a global level, view how one's gender affects and differentiates one's leadership.

- **Ethical leadership** has been thought about for millennia in terms of a leader's character, duties, decision making, and decision outcomes. It has recently come to center stage out of concern about dishonest or unethical behavior occurring within organizations and professions.

- **Connective leadership**, developed by Lipman-Blumen (2000), recognizes that there are connections and interdependence between individuals and groups with diverse—and potentially conflicting—backgrounds, talents, and agendas. Connective leaders identify the mutual concerns and needs of diverse groups and help them to come together to develop understanding of one another and work toward mutual goals using a productive, collaborative approach.

The historical timeline in Figure 1.1 is not intended to represent these approaches as separate and distinct eras, only to disappear from the picture when a new theory appears. Instead, many of these theories and approaches occur concurrently, building upon one another. Even when a certain approach's period of popularity has waned, the theory continues to influence further study and the development of new leadership approaches.

Figure 1.1 Development of Leadership Theories Through History

Emerging
New Leadership
Relational
Situational
Behavioral
Trait

1900 1910 1920 1930 1940 1950 1960 1970 1980 1990 2000 2010 2020

Active

Less Active
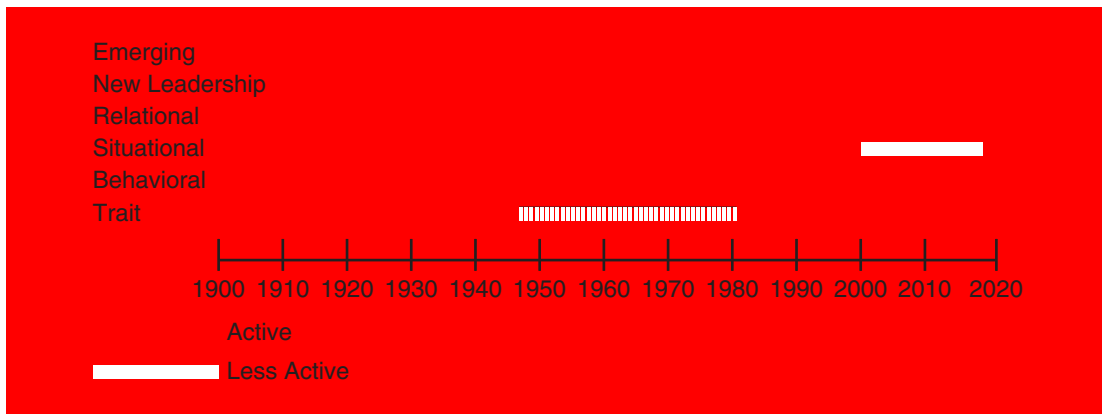
Source: Adapted from Antonakis, J., Cianciolo, A. T., & Sternberg, R. J. (Eds.). (2004). *The nature of leadership.* Thousand Oaks, CA: Sage, p. 7.

often-expressed belief that "leaders are born, not made"—that leadership is innate rather than learned. Some argue that focusing on traits makes leadership an elitist enterprise because it implies that only a few people with special talents will lead. Although there may be some truth to this argument, it can also be argued that all of us are born with a wide array of unique traits, many of which can have a positive impact on our leadership. It also may be possible to modify or change some traits.

Through the years, researchers have identified a multitude of traits that are associated with leadership. In Chapter 2, we will discuss some key leadership traits, and in Chapter 6, we will explain how strengths-based leadership is a variation of trait leadership. Although there are many important leadership traits, what is most important for leaders is having the required traits that a particular situation demands. For example, a chaotic emergency room at a hospital requires a leader who is insightful and decisive and can bring calm to the situation. Conversely, a high school classroom in which students are bored demands a teacher who is inspiring and creative. Effective leadership results when the leader engages the right traits in the right place at the right time.

"Leadership Is an Ability"

In addition to being thought of as a trait, leadership is conceptualized as an ability. A person who has leadership **ability** is *able* to be a leader—that is, has the capacity to lead. While the term *ability* frequently refers to a natural capacity, ability can be acquired. For example, some people are naturally good at public speaking, while others rehearse to become comfortable speaking in public. Similarly, some people have the natural physical ability to excel in a sport, while others develop their athletic capacity through exercise and practice. In leadership, some people have the natural ability to lead, while others develop their leadership abilities through hard work and practice.

An example of leadership as ability is the legendary University of California at Los Angeles basketball coach John Wooden, whose teams won seven consecutive National Collegiate Athletic Association titles. Described first as a teacher and then as a coach, Wooden implemented four laws of learning into his coaching: explanation, demonstration, imitation, and repetition. His goal was to teach players how to do the right thing instinctively under great pressure. Less visible or well known, but also an example of leadership as ability, is the unheralded but highly effective restaurant manager who, through years of experience and learning, is able to create a successful, award-winning restaurant. In both of these examples, it is the individuals' abilities that create outstanding leadership.

"Leadership Is a Skill"

Third, leadership is a *skill*. Conceptualized as a **skill**, leadership is a *competency* developed to accomplish a task effectively. Skilled leaders are competent people who know the means and methods for carrying out their responsibilities. For example, a skilled leader in a fund-raising campaign knows every step and procedure in the fund-raising process and is able to use this knowledge to run an effective campaign. In short, skilled leaders are competent—they know what they need to do, and they know how to do it.

Describing leadership as a skill makes leadership available to everyone because skills are competencies that people can learn or develop. Even without natural leadership ability, people can improve their leadership with practice, instruction, and feedback from others. Viewed as a skill, leadership can be studied and learned. If you are capable of learning from experience, you can acquire leadership.

"Leadership Is a Behavior"

Leadership is also a *behavior*. It is *what leaders do* when they are in a leadership role. The behavioral dimension is concerned with how leaders act toward others in various situations. Unlike traits, abilities, and skills, leadership behaviors are observable. When someone leads, we see that person's leadership behavior.

Research on leadership has shown that leaders engage primarily in two kinds of general behaviors: task behaviors and process behaviors. **Task behaviors** are used by leaders to get the job done (e.g., a leader prepares an agenda for a meeting). **Relationship (process) behaviors** are used by leaders to help people feel comfortable with other group members and at ease in the situations in which they find themselves (e.g., a leader helps individuals in a group to feel included). Since leadership requires both task and process behaviors, the challenge for leaders is to know the best way to combine them in their efforts to reach a goal.

"Leadership Is a Relationship"

Another, and a somewhat unusual, way to think about leadership is as a *relationship*. From a relational perspective, leadership is centered on the communication between leaders and followers rather than on the unique qualities of the leader. Thought of as a relationship, leadership becomes a process of collaboration that occurs between leaders and followers (Rost, 1991). A leader affects and is affected by followers, and both leader and followers

are affected in turn by the situation that surrounds them. This approach emphasizes that leadership is not a linear one-way event, but rather an interactive event. In traditional leadership, authority is often top down; in the interactive type of leadership, authority and influence are shared. When leadership is defined in this manner, it becomes available to everyone. It is not restricted to the formally designated leader in a group.

For example, a team marketing project may involve a designated team leader, but all the idea generation, planning, problem solving, and decision making might be made jointly, with active input from all members. When the final proposal is presented to the client, everyone's contribution is reflected.

Thinking of leadership as a relationship suggests that leaders must include followers and their interests in the process of leadership. A leader needs to be fully aware of the followers and the followers' interests, ideas, positions, attitudes, and motivations. In addition, this approach has an ethical overtone because it stresses the need for leaders to work with followers to achieve their mutual purposes. Stressing mutuality lessens the possibility that leaders might act toward followers in ways that are forced or unethical. It also increases the possibility that leaders and followers will work together toward a common good (Rost, 1991).

The premise of working toward a common good is embodied in the work of Susan R. Komives and her colleagues (Komives, Lucas, & McMahon, 2013; Komives, Wagner, & Associates, 2016), particularly in the area of civic engagement. Komives et al.'s work is geared toward student leaders and how to empower them to make a difference. She and her coauthors envision leadership as a relationship among multiple partners, but with the additional goal of attempting to accomplish positive change in an ethical manner.

According to Komives, Lucas, and McMahon (2013), civic engagement entails "the sense of personal responsibility individuals should feel to uphold their obligations, as part of any community" (p. 24). This can include watching out for older or vulnerable neighbors, creating a positive climate in the workplace, cleaning up roadsides with a group of friends, confronting unjust treatment of others when you observe it, and just generally contributing to the public good.

The concept of civic engagement is also at the heart of the Social Change Model of Leadership Development developed in the mid-1990s (Astin, 1996; Bounous-Hammarth, 2001; HERI, 1996). The model depicts leadership as a connective and collaborative process based on seven values, each of which begins with the letter *C* (Table 1.1). The "seven *C*s" are values that enable people to get to the goal, to accomplish positive change. "Change means improving the status quo, creating a better world, while demonstrating a comfort with transition and ambiguity during the process" (Komives et al., 2016, p. 21).

"Leadership Is an Influence Process"

A final way of thinking about leadership is as an influence process. This is the perspective that will be emphasized in this book.

> *Leadership is a process whereby an individual influences a group of individuals to achieve a common goal.*

Defining leadership as an influence process means that it is not a trait or an ability that resides in the leader, but rather an interactive event that occurs between the leader and the

Table 1.1 Seven Cs of Change Model	
Consciousness of Self	Consciousness of Self requires an awareness of personal beliefs, values, attitudes, and emotions. Self-awareness, conscious mindfulness, introspection, and continual personal reflection are foundational elements of the leadership process.
Congruence	Congruence requires that one has identified personal values, beliefs, attitudes, and emotions and acts consistently with those values, beliefs, attitudes, and emotions. Congruent individuals are genuine, honest, and live their values.
Commitment	Commitment requires an intrinsic passion, energy, and purposeful investment toward action. Follow-through and willing involvement through Commitment lead to positive social change.
Collaboration	Collaboration multiplies a group's effort through collective contributions, capitalizing on the diversity and strengths of the relationships and interconnections of individuals involved in the change process. Collaboration assumes that a group is working toward a Common Purpose, with mutually beneficial goals, and serves to generate creative solutions as a result of group diversity, requiring participants to engage across difference and share authority, responsibility, and accountability for the success.
Common Purpose	Common Purpose necessitates and contributes to a high level of group trust involving all participants in shared responsibility toward collective aims, values, and vision.
Controversy With Civility	Within a diverse group, it is inevitable that differing viewpoints will exist. In order for a group to work toward positive social change, open, critical, and civil discourse can lead to new, creative solutions and is an integral component of the leadership process. Multiple perspectives need to be understood and integrated, and they bring value to a group.
Citizenship	Citizenship occurs when one becomes responsibly connected to the society/community in which one resides by actively working toward change to benefit others through care, service, social responsibility, and community involvement.

Source: Komives, S. R., Wagner, W., & Associates (Eds.). (2016). *Leadership for a better world: Understanding the social change model of leadership* (2nd ed.). San Francisco, CA: Jossey-Bass, p. 21.

followers. Influence is central to the process of leadership because leaders affect followers. Leaders direct their energies toward influencing individuals to achieve something together. Stressing common goals gives leadership an ethical dimension because it lessens the possibility that leaders might act toward followers in ways that use coercion or are unethical.

The Urban Farming Guys (2019) in Kansas City took this approach when moving into and revitalizing a run-down neighborhood in their city. They began with urban gardening, converting overgrown yards to food production; started aquaponics in their limited space;

invited neighbors into the process; then started rehabbing houses, teaching gardening and construction skills to people, and creating community. No single individual is responsible; it is a collective effort and is making a difference.

Leadership vs. Management

Finally, in explaining what leadership is, it is important to make a distinction between leadership and management. Leadership and management are not the same. Management emerged out of the industrialization of work in the early 20th century, and its purpose is to structure and coordinate various functions within organizations (Northouse, 2019). In contrast, leadership has been studied for thousands of years, across multiple contexts—politics, the military, religion, and more.

Frederick Taylor was a key figure in the development of management theory. At the turn of the 20th century, Taylor pioneered the concept of the scientific management of labor. This involved measuring every detail of a worker's tasks to make work more efficient, consistent, and predictable. According to Taylor, the responsibility of workers was to provide the labor, and the responsibilities of managers were to design the "one best way" for each task to be done, and then train, monitor, and evaluate each worker. This approach was applied to many U.S. industries in the first half of the 20th century and is still in use today in assembly lines, fast-food restaurants, and other industries (Modaff, Butler, & DeWine, 2017).

Management theory was further developed by Chester Barnard, whose work in the areas of cooperation and authority helps us understand how management and leadership can sometimes overlap. Barnard (1938) conceptualized two types of authority: authority of position, and authority of leadership. Authority of position is the power to direct the work of an individual, by someone in a higher position in an organization's structure. Authority of leadership is based not on position, but ascribed to those in the organization who have the knowledge and ability needed for a task. Barnard argued that both types were necessary for organizations to function well (Modaff et al., 2017).

Both leadership and management involve influence, but leadership is about seeking constructive change, and management is about establishing order. For example, it is often said that "managers are people who do things right, and leaders are people who do the right thing." Since both leaders and managers are engaged in influencing people toward goal accomplishment, our discussion in this book will treat the roles of managers and leaders similarly and not emphasize the differences between them.

GLOBAL LEADERSHIP ATTRIBUTES

While there are many different approach to leadership throughout the world, the definition and concepts of leadership outlined in this chapter are from an American perspective. If you were to travel to nations across the world, you would no doubt encounter different views of leadership specific to those ethnic and political cultures.

In 2004, Robert J. House led a group of 160 researchers in an ambitious study to increase our understanding of the impact culture has on leadership effectiveness. The

Table 1.2 Universal Leadership Attributes		
Positive Leader Attributes		
Trustworthy	Just	Honest
Foresighted	Plans ahead	Encouraging
Positive	Dynamic	Motivator
Builds confidence	Motivational	Dependable
Intelligent	Decisive	Effective bargainer
Win-win problem solver	Communicative	Informed
Administratively skilled	Coordinator	Team builder
Excellence oriented		
Negative Leader Attributes		
Loner	Asocial	Noncooperative
Irritable	Nonexplicit	Egocentric
Ruthless	Dictatorial	

Source: Adapted from House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (Eds.). (2004). *Culture, leadership, and organizations: The GLOBE study of 62 societies.* Thousand Oaks, CA: Sage, pp. 677–678. Reprinted with permission.

GLOBE (Global Leadership and Organizational Behavior Effectiveness) studies drew on the input of 17,000 people in 62 countries in determining how leadership varies across the world. Among the many findings generated by the GLOBE studies was the identification of positive and negative leadership characteristics that are universally accepted worldwide (see Table 1.2).

THE DARK SIDE OF LEADERSHIP

Finally, it is important to note that the same characteristics and behaviors that distinguish leadership can also be used by leaders in nonpositive ways (Conger, 1990). The **dark side of leadership** is the destructive side of leadership where a leader uses their influence or power for personal ends. Lipman-Blumen (2005) suggests that such leaders are "toxic," where their leadership leaves their followers worse off than they found them, often violating the basic human rights of others and playing to their followers' basest fears. While many cite Adolf Hitler as the prime example of the dark side of leadership, there are many current examples in the world today, from the regime of Bashar al-Assad in Syria, whose leadership has led to violent civil war that has left hundreds of thousands dead, to

religious extremist groups, such as ISIS and al-Qaeda, who use their followers to engage in mass murder.

In Chapter 14, "Exploring Destructive Leadership," we discuss the complexities that allow the dark side of leadership to exist more fully, including examining how and why it occurs, the characteristics of destructive leadership, and how to deal with it.

The meaning of leadership is complex and includes many dimensions. For some people, leadership is a *trait* or an *ability*, for others it is a *skill* or a *behavior*, and for still others it is a *relationship* or a *process*. In reality, leadership probably includes components of all of these dimensions. Each dimension explains a facet of leadership.

In considering these various definitions of leadership and based on the results of your Conceptualizing Leadership Questionnaire (pages 20–22), which dimension seems closest to how you think of leadership? How would you define leadership? Answers to these questions are important because *how you think* about leadership will strongly influence *how you practice* leadership.

There is a strong demand for effective leadership in society today. This demand exists at the local and community levels, as well as at the national level, in this country and abroad. People feel the need for leadership in all aspects of their lives. They want leaders in their personal lives, at school, in the work setting, and even in their spiritual lives. Everywhere you turn, people are expressing a need for strong leadership.

When people ask for leadership in a particular situation, it is not always clear exactly what they want. For the most part, however, they want effective leadership. Effective leadership is intended influence that creates change for the greater good. Leadership uses positive means to achieve positive outcomes. Furthermore, people want leaders who listen to and understand their needs and who can relate to their circumstances. The challenge for each of us is to be prepared to lead when we are asked to do so.

Michelle Obama, Former U.S. First Lady

Photo by Fotonoticias/WireImage

When Michelle Obama became the U.S. First Lady after her husband, Barack Obama, was elected U.S. president in 2008, she began to embody the words she spoke earlier that year at the Democratic National Convention: "We have an obligation to fight for the world as it should be" (White House Historical Association, 2018).

Before she was Barack Obama's wife, Michelle Robinson grew up on the South Side of Chicago, the daughter of a pump operator for a Chicago water treatment plant and a stay-at-home mother. In her neighborhood, the "feeling of failure" predominated (Obama, 2018, p. 44), but her parents refused to buy in and continually emphasized hard work and education to her and her brother, Craig. As a result, Robinson was

driven in her studies, ultimately testing into one of Chicago's top public high schools. Even though she excelled at school, she was continuously plagued by thoughts of "Am I good enough?" But when a high school counselor told Robinson she "wasn't Princeton material," Robinson refused to believe her, applying and being accepted to the Ivy League school.

Robinson ultimately earned a bachelor's degree from Princeton University and went on to earn a Juris Doctor degree from Harvard Law School. She returned to Chicago to work as a lawyer for a large firm, but found her energies becoming more and more devoted to wanting to make a difference for the people of Chicago and those in her neighborhood, especially youth. Even though she took a 50% pay cut, she accepted a job working as an assistant to Chicago's mayor, Richard Daley, and as a liaison to several departments including Health and Human Services. She left City Hall to become the founding executive director of the Chicago chapter of Public Allies, an AmeriCorps program that prepares young people to work in nonprofits and public service, a job where she "felt I was doing something immediately meaningful, directly impacting the lives of others while also staying connected to both my city and my culture" (Obama, 2018, p. 180).

Three years later, Michelle Obama took a job working at the University of Chicago to develop its first community service program. Despite the fact that the university was located in Obama's former neighborhood, most South Side residents felt that it had its back turned to the neighborhood. Obama was hired to lower those walls and get students more involved in the neighborhood and residents with the university. During this time, Obama also became a mother of two daughters, Malia and Sasha, having to balance the competing responsibilities of motherhood and career. She worked part-time in her position for several years, but shortly after Sasha was born, she began a new job at the University of Chicago Medical Center, as the executive director of community affairs working to improve the university's community outreach. She brought along her three-month-old daughter to her interview for the job, which sent the message that she was going to be both: a mother and a professional. She was promoted to vice president of community and external affairs at the university, where among her accomplishments was establishing a program connecting South Side residents with regular health care providers, regardless of the residents' ability to pay.

During this time, Obama's husband, who had been involved in politics on the local and state level, was elected to the U.S. Senate. Because she was invested in her career and her children were settled, Obama opted not to uproot the family to move to Washington, DC, continuing to be a full-time working mother with a spouse who was often away from home.

Just three years later, Barack Obama threw his hat into the ring to run for president of the United States, and Michelle Obama was thrust into an additional new role—that of the wife of a presidential candidate. She found herself on the campaign trail, speaking to crowds of people in support of her husband's candidacy. The public scrutiny on her was intense, but Obama was determined "to be myself, to speak as myself" (Obama, 2018, p. 236). When Barack Obama won the 2008 presidential election, Michelle Obama would assume yet another role: First Lady of the United States.

While Obama made it clear from the start that her first priority was as "mom-in-chief" to her daughters, her position as First Lady thrust her into the national spotlight and offered her an opportunity to make an impact on a larger scale. As First Lady, Obama exhibited charisma, compassion, and passion.

"A First Lady's power is a curious thing—as soft and undefined as the role itself. . . . Tradition

(Continued)

called for me to provide a kind of gentle light, flattering the president with my devotion, flattering the nation primarily by not challenging it. I was beginning to see though, that wielded carefully, the light was more powerful than that," she wrote. "I had influence in the form of being something of a curiosity—a black First Lady, a professional woman, a mother of young kids. . . . With my soft power I was finding I could be strong" (Obama, 2018, p. 372).

Initially, Obama used that "soft power" to promote efforts to support military families, help women balance career and family, and end childhood obesity. She initiated the Let's Move! program, which brought together elected officials, business leaders, educators, parents, and faith leaders to work to provide more nutritious food in schools, bring healthy and affordable food into underserved communities, plant vegetable gardens across the United States, and provide new opportunities for kids to be more active.

When her husband was elected to his second term as president, Obama directed her energies toward education, on both a national and international level. She spearheaded the Reach Higher Initiative to help U.S. students understand job opportunities and the education and skills they need for those jobs. Telling them to "Never view your challenges as obstacles," she encouraged youth to continue their educations beyond high school at technical schools, colleges, and universities (White House Historical Association, 2018). Worldwide, she championed the education of girls and women, launching the Let Girls Learn initiative that funded education projects tackling everything from leadership to poverty to combating the challenges girls encounter in their communities.

Through all this, Obama was authentic, talking openly about her personal life, including her experiences as a Black woman at an elite school and her fight against stereotypes to help spread a message of encouragement to youth. On January 6, 2017, in her final speech as First Lady, she took the opportunity to tell American youth to continue to fight for their futures:

> I want our young people to know that they matter, that they belong. So don't be afraid. You hear me, young people? Don't be afraid. Be focused. Be determined. Be hopeful. Be empowered. Empower yourself with a good education. Then get out there and use that education to build a country worthy of your boundless promise. Lead by example with hope; never fear. (Obama, 2017)

Since leaving the White House, Michelle Obama has continued to be an enormously popular public figure. Her autobiographical memoir, *Becoming*, was the best-selling book of 2018, and was published in 33 languages. She has continued her promotion of education for girls, launching the Girls Opportunity Alliance to support more than 1,500 grassroots organizations that help empower girls worldwide through education.

"I'm an ordinary person who found herself on an extraordinary journey," she wrote in *Becoming*. "For every door that's been opened to me, I've tried to open my door to others . . . There's power in allowing yourself to be known and heard, in owning your unique story, in using your authentic voice. And there's grace in being willing to know and hear others" (Obama, 2018, pp. 420–421).

SUMMARY

All of us at some time in our lives will be asked to show leadership. When you are asked to be the leader, it will be both demanding and rewarding. How you approach leadership is strongly influenced by your definitions of and beliefs about leadership. Through the years, writers have defined leadership in a multitude of ways. It is a complex, multidimensional process that is often conceptualized in a variety of ways by different people. Some of the most common ways of looking at leadership are as a trait, as an ability, as a skill, as a behavior, as a relationship, and as a process. The way you think about leadership will influence the way you practice leadership.

GLOSSARY TERMS

ability 4
adaptive leadership 3
approach 2
authentic leadership 3
behavior approach 2
"Big Five" personality
    factors 2
connective leadership 3
contingency theory 2
dark side of leadership 9
emotional intelligence 2

ethical leadership 3
gender-based studies 3
"Great Man" theories 2
leader–member exchange
    (LMX) theory 3
leadership 6
path–goal theory 2
relational approach 3
relationship (process)
    behaviors 5
servant leadership 3

Seven *C*s of Change
    Model 7
situational approach 2
skill 5
spiritual leadership 3
task behaviors 5
theory 2
trait 1
trait approach 2
transformational
    leadership theory 3

Denny Hill's career as a high school swimming coach didn't start out well. The seniors on his team quit in the first season because he required them to come to all the workouts. The team only won three meets the whole season. That was 40 years ago. Since that time, the high school chemistry teacher's success as a swimming coach has been extraordinary; his winnings include more than 900 boys' and girls' dual meets and a phenomenal 31 state titles.

Denny is noted for creating a team effort out of what is usually considered an individual sport. He begins every season with a team sleepover, followed by "Hell Week," a two-week grueling regimen in which team members swim at least 5 miles a workout and 10 miles a day. He acknowledges this is a bonding experience for the swimmers, regardless of their skill, because they are "all in the same boat."

Denny passes the mantle of leadership onto his team members. Seniors are expected to be mature leaders who inform the freshmen of the team goals and expectations. Juniors are to be role models, while sophomores serve as quiet leaders who are still learning but have a foundation in the team culture. Even the freshmen members have a job: They are required to pay attention to the coaches and other team members as they learn the team's culture and what's expected.

Denny holds a 20-minute team meeting each Monday where every member has the opportunity to present a rose or a complaint to anyone on the team including the coaches. He is tough on swimmers and makes them work, but when they need support, he is always there to put an arm around them. Denny also uses humor, often making jokes that help take the edge off long, hard workouts.

And despite his teams' successes, Denny isn't about winning; he's more about preparing to win—telling his swimmers that by preparing to win, everything takes care of itself. When you do win, he says, you've done it the right way.

What leadership *traits* account for Denny Hill's success?

How would you describe Denny's leadership *abilities*?

Leadership includes administrative skills, interpersonal skills, and conceptual skills. How does Denny stack up on these *skills*?

How does Denny integrate task and relationship *behaviors* in his leadership?

From a relational perspective, how would you describe Denny's leadership?

In what way does Denny's coaching exemplify leadership as an influence process?

When Scott Harrison created the nonprofit Charity: Water in 2006, he wanted not only to bring clean drinking water to millions around the world, but also to redefine philanthropy by converting thousands of formerly skeptical "non-givers" to join and fund his cause.

Born in Philadelphia, Scott was the only child of an accountant and a journalist who were devoutly religious. The Harrison family relocated to New Jersey for his father's job—a move that proved extremely detrimental to Scott's mother's health. Their new home had a carbon monoxide leak that permanently damaged her immune system. While Scott was growing up, she essentially lived in isolation, spending her time in a "clean room"—a tiled bathroom, scrubbed down with a special soap, and a cot washed in baking soda. She wore a charcoal mask on her face to protect her from ingesting toxins from the air. At a young age, Scott became a caregiver for her, which helped him to develop his strong sense of compassion.

As a teen, however, Scott rebelled against his parents' religious devotion and the restrictive life his family led as a result of his mother's illness. He fell in with a bad crowd in high school, barely graduating. He joined a rock band and, after graduation, left for New York to pursue music and attend New York University. It was there that Scott was introduced to the world of nightclub promoters. For the next 10 years, he worked as a promoter for 40 different clubs. It was his job to attract the "beautiful people"— the wealthy and powerful who would spend "$1,000 on a bottle of champagne or $500 on a bottle of vodka," easily paying $10,000 for a night of partying and the opportunity to be seen in the hippest, most trendy places. In return, Scott received a percentage of the club's sales, making $3,000 to $5,000 on a good night (Clifford, 2018).

Scott became an influencer; one call from him and the beautiful people would follow him to the next "hot" club. A few phone calls made by Scott to the right people could put a nightclub on the map. Scott even received endorsements, being paid well just to be seen drinking a particular brand of alcohol.

By outside appearances, Scott had an enviable life, socializing with rich and powerful people, dating models, driving a luxury car, and living in a lavish apartment. But it was taking its toll: He became disillusioned with his hedonistic lifestyle, believing he was "polluting" himself with drugs, alcohol, and pornography, and feeling disconnected from the spirituality and morality of his childhood (Fields, 2018).

Scott began seeking the "exact opposite" (Fields, 2018) of what he was doing, applying to work with humanitarian efforts. With only his experience as a club promoter to offer, he received rejection after rejection. Finally, Mercy Ships, a nonprofit hospital ship that delivers medical care to places where such care is not available, responded. The organization was looking for a photojournalist to document its efforts in Liberia. For this opportunity, Scott would pay Mercy Ships $500 per month. For him, this was the perfect offer: the opposite of his current life, working in an impoverished country ravaged by civil war with the requirement of paying for the pleasure of serving.

Scott's first Mercy Ships tour was on a 525-foot hospital ship, equipped with 42 beds, a few operating rooms, and an MRI machine. The ship traveled to Liberia, which had no operating hospitals and only two surgeons in the entire country. The need there was tremendous and the suffering horrific. Scott documented the work on the ship and every patient both before and after medical intervention. The images and stories he

documented were to be used to raise awareness and inspire Mercy Ships donors to continue contributing to the organization's work.

Scott realized that all the wealthy and powerful people who had followed him when he was a club promoter could prove helpful in assisting Mercy Ships with its mission. He compiled a list of 15,000 potential donors who could make significant financial contributions to the Mercy Ships mission and began blasting them with emails filled with images and stories of Mercy Ships patients. While he received antagonism and dismissal from some recipients, he found many more were moved by the stories and wanted to help. The storytelling and promoting skills he had developed to lure people to nightclubs were also effective at rallying people in support of a good cause.

Scott's second Mercy Ships tour provided opportunity for him to venture into the Liberian countryside and the villages that were home to the organization's patients. Scott was struck by the morbid conditions of these villages and their water sources—either a swamp, a scummy pond, or a dirty brown viscous river (often with animal feces in it). He learned that 50% of the country was drinking unsafe, dirty contaminated water, which was contributing directly to many of the illnesses and suffering of Mercy Ships patients. Scott had gone from witnessing wealthy club patrons buying $10 bottles of designer water, which they didn't open, to seeing people die from a lack of clean drinking water. The contrast was not lost on him, and he had found a cause that deeply resonated with him.

Although he was truly committed, he had no money, was $30,000 in debt, and had no experience in charity work or building an organization. Still, when he returned to New York, he jumped in, making 8–10 presentations a day to interest others in his mission of providing clean drinking water for the 1 billion people in the world without it. His presentations met with little success in the way of donations but provided Scott with a great insight. He discovered there was a profound distrust of and cynicism toward charities. To be successful, Scott would have to "reimagine" the giving process, reaching the disenchanted and giving them something in which to believe.

Scott created Charity: Water to do just that, establishing a four-pronged plan to reinvent the charity model.

The first element was to guarantee that 100% of donations would directly finance clean water projects. He followed the model of multi-billionaire Paul Tudor Jones of the Robin Hood Foundation, establishing two separate accounts. All the funds from every public donation go directly into the first account to be used exclusively to fund the water projects. The second account, called The Well, pays the salaries and overhead of the organization and is funded by a small group of private donors dedicated specifically to financing operating expenses.

The second prong was "proof." Scott wanted donors to visibly see the impact of their contributions, and technology provided the answer. Pictures of every Charity: Water project are posted on Google Earth and Google Maps. The organization's partners in foreign countries are trained to use GPS devices, take photos, and upload and post the GPS coordinates and pictures for each project on the internet.

Third, Scott wanted to build a "beautiful" brand. He felt that most charities had a "poverty mentality" around their marketing, with most still using direct mail to solicit donors. He believed direct mail would be replaced by digital transactions and developed his business plan accordingly. Instead of using stories, images, and language intended to illicit guilt like other charities did, Charity: Water tells stories focused on hope, opportunity, and fun. Scott promotes the

(Continued)

(Continued)

idea that giving should be an opportunity and a blessing, not an obligation or a debt. Charity: Water offers a "grand invitation" to join the effort in creating a world where every person has clean drinking water.

The last prong is to use local partners in the countries where Charity: Water has its projects. For the work to be sustainable and culturally appropriate, it should be led by local people. Charity: Water's role is to "raise awareness, engage people in an issue that does not directly concern them, and then raise the money to make it happen and then go out and vet and grow the capacity of the local organizations to deploy that capital and lead their communities and their countries forward" (Fields, 2018). The locals would be "the heroes," receiving the money and using it to bring clean water to the community.

When Charity: Water began, it was at the start of a major world financial crisis, but still managed to raise $1.7 million in its first year. Donations grew 490% in the first three years of operations, while net giving in the United States dropped by 8% during the same period. Charity: Water now has raised more than $300 million, with more than 1 million donors from more than 100 countries (Fields, 2018). Charity: Water has provided more than 9 million people around the world with access to clean water,

with 35,000 projects in 27 different countries (Charity: Water, 2019).

Scott wants the global water crisis solved in his lifetime. Citing that "the number of people without access has dropped in the last 12 years from a billion people to 660 million," Scott says that it is still not enough. "1 out of 10 people without clean water is still astonishingly high in this day and age with the technology we have" (Fields, 2018).

True to his vision, however, Scott, an influencer turned social entrepreneur disrupter, has radically changed the charitable giving landscape, successfully shifting perspectives, tapping into people's desire to make a difference, and, through his commitment to complete transparency, raising the standards for an entire industry.

Scott is most recently the author of the *New York Times* best-selling book, *Thirst: A Story of Redemption, Compassion, and a Mission to Bring Clean Water to the World*. No surprise, 100% of the net proceeds go to fund Charity: Water projects around the world. And true to his promise of "proof," his website notes that over 7,700 people now have clean water due to a matching funds campaign for book preorders, and there is a special link for individual purchasers of the book to see for themselves how their purchase is affecting lives (Charity: Water, 2019).

What leadership *traits* account for Scott Harrison's success?

How would you describe Scott's leadership *abilities*?

Leadership includes administrative skills, interpersonal skills, and conceptual skills. In what ways does Scott exhibit these skills?

From a relational perspective, how would you describe Scott's leadership?

Though Scott was a well-paid, successful club promoter with a long list of "followers," would you characterize that element of his career path as "leadership"? Why or why not?

To identify how you view leadership

To explore your perceptions of different aspects of leadership

Consider for a moment your own impressions of the word *leadership*. Based on your experiences with leaders in your lifetime, what is leadership?

Using the scale below, indicate the extent to which you agree or disagree with the following statements about leadership.

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
When I think of leadership, I think of a person with special personality traits.	1	2	3	4	5
Much like playing the piano or tennis, leadership is a learned ability.	1	2	3	4	5
Leadership requires knowledge and know-how.	1	2	3	4	5
Leadership is about what people do rather than who they are.	1	2	3	4	5
Followers can influence the leadership process as much as leaders.	1	2	3	4	5
Leadership is about the process of influencing others.	1	2	3	4	5
Some people are born to be leaders.	1	2	3	4	5
Some people have the natural ability to be leaders.	1	2	3	4	5

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The key to successful leadership is having the right skills.	1	2	3	4	5
Leadership is best described by what leaders do.	1	2	3	4	5
Leaders and followers share in the leadership process.	1	2	3	4	5
Leadership is a series of actions directed toward positive ends.	1	2	3	4	5
A person needs to have certain traits to be an effective leader.	1	2	3	4	5
Everyone has the capacity to be a leader.	1	2	3	4	5
Effective leaders are competent in their roles.	1	2	3	4	5
The essence of leadership is performing tasks and dealing with people.	1	2	3	4	5
Leadership is about the common purposes of leaders and followers.	1	2	3	4	5
Leadership does not rely on the leader alone but is a process involving the leader, followers, and the situation.	1	2	3	4	5
People become great leaders because of their traits.	1	2	3	4	5
People can develop the ability to lead.	1	2	3	4	5
Effective leaders have competence and knowledge.	1	2	3	4	5

(Continued)

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Leadership is about how leaders work with people to accomplish goals.	1	2	3	4	5
Effective leadership is best explained by the leader–follower relationship.	1	2	3	4	5
Leaders influence and are influenced by followers.	1	2	3	4	5

Sum scores on items 1, 7, 13, and 19 (trait emphasis)

Sum scores on items 2, 8, 14, and 20 (ability emphasis)

Sum scores on items 3, 9, 15, and 21 (skill emphasis)

Sum scores on items 4, 10, 16, and 22 (behavior emphasis)

Sum scores on items 5, 11, 17, and 23 (relationship emphasis)

Sum scores on items 6, 12, 18, and 24 (process emphasis)

Trait emphasis: _____

Ability emphasis: _____

Skill emphasis: _____

Behavior emphasis: _____

Relationship emphasis: _____

Process emphasis: _____

The scores you received on this questionnaire provide information about how you define and view leadership. The emphasis you give to the various dimensions of leadership has implications for how you approach the leadership process. For example, if your highest score is for *trait emphasis*, it suggests that you emphasize the role of the leader and the leader's special gifts in the leadership process. However, if your highest score is for *relationship emphasis*, it indicates that you think leadership is centered on the communication between leaders and followers, rather than on the unique qualities of the leader. By comparing your scores, you can gain an understanding of the aspects of leadership that you find most important and least important. The way you think about leadership will influence how you practice leadership.

To develop an understanding of the complexity of leadership

To become aware of the different ways people define leadership

In this exercise, select five people you know and interview them about leadership.

Ask each person to give you their definition of leadership, and to describe their personal beliefs about effective leadership.

Record each person's response on a separate sheet of paper.

Person #1 (name) _____

Person #2 (name) _____

Person #3 (name) _____

Person #4 (name) _____

Person #5 (name) _____

What differences did you observe in how these people define leadership?

What seems to be the most common definition of leadership?

In what ways did people describe leadership differently from the definitions in Chapter 1, "Understanding Leadership"?

Of the people interviewed, whose definition comes closest to your own? Why?

Each of us has our own unique way of thinking about leadership. What leaders or people have influenced you in your thinking about leadership? Discuss what leadership means to you and give your definition of leadership.

What do the scores you received on the Conceptualizing Leadership Questionnaire suggest about your perspective on leadership? Of the six dimensions on the questionnaire (trait, ability, skill, behavior, relationship, and process), which one is the most similar to your own perspective? Which one is least like your own perspective?

Do you think leadership is something everyone can learn to do, or do you think it is a natural ability reserved for a few? Explain your answer.

Based on the interviews you conducted with others about leadership, how could you incorporate others' ideas about leadership into your own leadership?

Treating leadership as a relationship has ethical implications. How could adding the *relationship* approach to your leadership make you a better leader? Discuss.

Think about your own leadership. Identify one trait, ability, skill, or behavior that you could develop more fully to become a better leader.

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RECOGNIZING YOUR TRAITS

INTRODUCTION

Why are some people leaders while others are not? What makes people become leaders? Do leaders have certain traits? These questions have been of interest for many years. It seems that all of us want to know what characteristics account for effective leadership. This chapter will address the traits that are important to leadership.

Since the early 20th century, hundreds of research studies have been conducted on the traits of leaders. These studies have produced an extensive list of ideal leadership traits (see Antonakis, Cianciolo, & Sternberg, 2004; Bass, 1990). The list of important leadership traits is long and includes such traits as diligence, trustworthiness, dependability, articulateness, sociability, open-mindedness, intelligence, confidence, self-assurance, and conscientiousness. Because the list is so extensive, it is difficult to identify specifically which traits are essential for leaders. In fact, nearly all of the traits are probably related to effective leadership.

What traits are important when you are asked to be a leader? To answer this question, two areas will be addressed in this chapter. First, a set of selected traits that appear by all accounts to be strongly related to effective leadership in everyday life will be discussed. Second, the lives of several historical and contemporary leaders will be examined with a discussion of the traits that play a role in their leadership. Throughout this discussion, the unique ways that certain traits affect the leadership process in one way or another will be emphasized.

LEADERSHIP TRAITS EXPLAINED

From the beginning of the 20th century to the present day, researchers have focused a great deal of attention on the unique characteristics of successful leaders. Thousands of studies have been conducted to identify the traits of effective leaders. The results of these studies have produced a very long list of important leadership traits; each of these traits contributes to the leadership process.

For example, research studies by several investigators found the following traits to be important: achievement, persistence, insight, initiative, self-confidence, responsibility, cooperativeness, tolerance, influence, sociability, drive, motivation, integrity, confidence, cognitive ability, task knowledge, extroversion, conscientiousness, and openness (Judge, Bono, Ilies, & Gerhardt, 2002; Kirkpatrick & Locke, 1991; Stogdill, 1974). On the international level, House, Hanges, Javidan, Dorfman, and Gupta (2004), in a study of 17,000 managers in 62 different cultures, identified a list of 22 valued traits that were universally endorsed as characteristics of outstanding leadership in these countries. The list, which was outlined in Table 1.2 in Chapter 1, "Understanding Leadership," includes such attributes as being trustworthy, just, honest, encouraging, positive, dynamic, dependable, intelligent, decisive, communicative, informed, and a team builder. As these findings indicate, research studies on leadership traits have identified a wide array of important characteristics of leaders.

However, these research findings raise an important question: If there are so many important leadership traits, which *specific traits* do people need to be successful leaders? While the answer to this question is not crystal clear, the research points to *six key traits: intelligence*, *confidence*, *charisma*, *determination*, *sociability*, and *integrity.* In the following section, we will discuss each of these traits in turn.

Intelligence

Intelligence is an important trait related to effective leadership. Intelligence includes having good language skills, perceptual skills, and reasoning ability. This combination of assets makes people good thinkers, and makes them better leaders.

While it is hard for a person to alter their IQ, there are certain ways for a person to improve intelligence in general. Intelligent leaders are well informed. They are aware of what is going on around them and understand the job that needs to be done. It is important for leaders to obtain information about what their leadership role entails and learn as much as possible about their work environment. This information will help leaders be more knowledgeable and insightful.

For example, a few years ago, a friend, Chris, was asked to be the coach of his daughter's middle school soccer team even though he had never played soccer and knew next to nothing about how the game is played. Chris took the job and eventually was a great success, but not without a lot of effort. He spent many hours learning about soccer. He read how-to books, instructor's manuals, and coaching books. In addition, Chris subscribed to several soccer magazines. He talked to other coaches and learned everything he could about playing the game. By the time he had finished the first season, others considered Chris to be a very competent coach. He was smart and learned how to be a successful coach.

Regarding intelligence, few if any of us can expect to be another Albert Einstein. Most of us have average intelligence and know that there are limits to what we can do. Nevertheless, becoming more knowledgeable about our leadership positions gives us the information we need to become better leaders.

Confidence

Being confident is another important trait of an effective leader. Confident people feel self-assured and believe they can accomplish their goals. Rather than feeling uncertain,

they feel strong and secure about their positions. They do not second-guess themselves, but rather move forward on projects with a clear vision. Confident leaders feel a sense of certainty and believe that they are doing the right thing. Clearly, **confidence** is a trait that has to do with feeling positive about oneself and one's ability to succeed.

If confidence is a central trait of successful leaders, how can you build your own confidence? First, confidence comes from *understanding* what is required of you. For example, when first learning to drive a car, a student is low in confidence because they do not know *what* to do. If an instructor explains the driving process and demonstrates how to drive, the student can gain confidence because they now have an understanding of how to drive. Awareness and understanding build confidence. Confidence can also come from having a mentor to show the way and provide constructive feedback. This mentor may be a boss, an experienced coworker, or a significant other from outside the organization. Because mentors act as role models and sounding boards, they provide essential help to learn the dynamics of leadership.

Confidence also comes from *practice*. This is important to point out, because practice is something everyone can do. Consider Michael Phelps, one of the most well-known athletes in the world today. Phelps is a very gifted swimmer, with 23 Olympic gold medals and the record for winning the most medals, 28, of any Olympic athlete in history. But Phelps also spends an enormous amount of time practicing. His workout regimen includes swimming six hours a day, six days a week. His excellent performance and confidence are a result of his practice, as well as his gifts.

In leadership, practice builds confidence because it provides assurance that an aspiring leader can do what needs to be done. Taking on leadership roles, even minor ones on committees or through volunteer activities, provides practice for being a leader. Building one leadership activity on another can increase confidence for more demanding leadership roles. Those who accept opportunities to practice their leadership will experience increased confidence in their leadership abilities.

Charisma

Of all the traits related to effective leadership, charisma gets the most attention. **Charisma** refers to a leader's special magnetic charm and appeal, and can have a huge effect on the leadership process. Charisma is a special personality characteristic that gives a leader the capacity to do extraordinary things. In particular, it gives the leader exceptional powers of influence. A good example of a charismatic leader is former president John F. Kennedy, who motivated the American people with his eloquent oratorical style (visit edge.sagepub.com/northouseintro5e to read one of his speeches). President Kennedy was a gifted, charismatic leader who had an enormous impact on others.

At the same time, charisma can also be used by leaders in less positive ways. As we discuss in Chapter 14, "Exploring Destructive Leadership," charisma enhances a leader's ability to gain people's devotion. Incorporated with charisma are leaders' strong rhetorical skills, vision, and energy, which destructive leaders use to win others over and to exploit followers for their own ends. World history abounds with examples of leaders, from Adolf Hitler to religious leader Jimmy Swaggart, who use their charisma in a harmful way.

It is not unusual for many of us to feel challenged with regard to charisma because it is not a common personality trait. A few select people are very charismatic, but most of us are