

*Do you think when you should feel?
Do you feel when you should think?
Can we separate the two?*

4

THINKING LIKE A LEADER

The Power of Thoughtfulness

On September 11, 2001, terrorists bent on attacking the United States hijacked four airplanes. Two of the commandeered planes slammed into the towers of the World Trade Center. A third crashed into the Pentagon. And the fourth aircraft, Flight 93, which experts believe was supposed to have hit the U.S. Capitol, crashed into a Shanksville, Pennsylvania, hillside instead. What happened aboard Flight 93 demonstrates that how a leader thinks and reacts when facing an emergency really matters.

Within minutes of learning of the crisis they were facing, the individuals aboard Flight 93 used their cell phones to gather information about what had been happening on the ground and in the air, discussed what they learned, took a vote, and then acted jointly to bring the airplane they were in down before it was able to reach its target. Their action did not result because of what one person did or believed; it occurred because of the leadership exerted by a number of people who were prepared to think and respond in an emergency.¹

Had you been on that airplane, do you think you would have been up to the challenge?

Our workplaces are not as scary as those airplanes. But that does not mean that they are not filled with challenges in need of solutions. Contemporary workplace environments are highly competitive, fast-paced, and fast changing. Are you ready to respond to the challenges they present? Leaders who are prepared demonstrate flexibility and balance, thoughtfulness and the ability to think critically, empathy and the willingness to share perspectives, and the ability to choose the right approach and implement it at the right time. But how do leaders prepare themselves for this? They spend time thinking about how effective leaders think.

THINKING ABOUT HOW LEADERS THINK

What does it mean to *think about thinking*, and why would a leader spend time engaged in such an activity?

A leader who thinks about thinking understands that how he or she thinks directly affects the work environment of followers impacting the organization's chances for success. Leaders who think about thinking tend to be thoughtful instead of thoughtless. Thoughtful leaders understand how thinking guides decision making, including options or kinds of alternatives leaders think are available for them to choose among.

Thoughtful leaders display the following five key thinking behaviors:

- (1) They avoid thinking about false choices.
- (2) They distinguish between unconscious and conscious incompetence and competence.
- (3) They recognize the roles doubt and certainty play in decision making.
- (4) They embrace a systems orientation.
- (5) They ask tough questions.

Replace “or” Thinking With “and” Thinking

It's time to think about thinking!

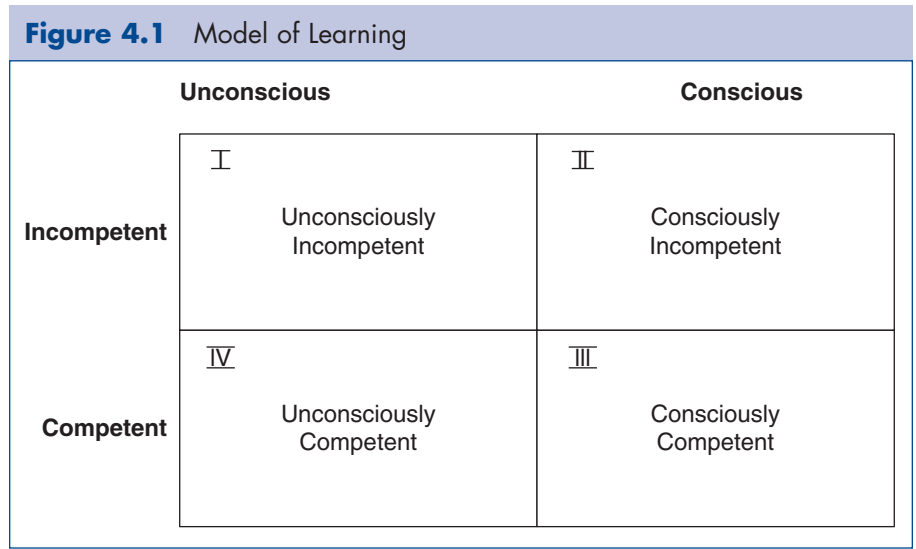
Thoughtful leaders abandon either-or, all-or-nothing, two-sided thinking and substitute in its place thinking that allows for multiple possibilities,

perhaps even the uniting of apparent opposites. For example, in soccer, is it the offense or the defense that wins the game? The truth is that both the offense *and* defense win games.² Thus, one of the first steps in improving how a leader thinks is to delete the *or* in thinking and replace it with an *and*.

Differentiate Between Unconscious Competence and Unconscious Incompetence

Thoughtful leaders take steps to become **unconsciously competent**—to make leading seem virtually automatic. Too frequently, leaders *unknowingly* make mistakes—displaying *unconscious incompetence* instead of unconscious competence. The accompanying learning model (see Figure 4.1) illustrates the difference between the two.

Most of us start out **unconsciously incompetent**. Unaware of our lack of knowledge, we do not know what we do not know. When we become aware of what we do not know, real learning begins, and we become consciously incompetent—aware that we are missing knowledge. Once we acquire the missing knowledge, we are able to progress to conscious competence and can apply what we learn as long as we think consciously about doing it. The goal, of course, is to become unconsciously competent—to do the right thing automatically without even having to think about it. What is essential to leadership



success, however, is that we do not pick up bad habits of thinking and then without thinking base our decisions on them, as too many thoughtless leaders are prone to do.

Thus, to be effective, a leader needs to think effectively, and that means that a leader needs to avoid making mistakes unconsciously. Thus, wise leaders willingly take steps to improve their thinking skills.

Balance Certainty and Uncertainty

Thoughtful leaders know that *doubt* is not a dirty word. In *The Seven Habits of Highly Effective People*, Stephen Covey tells a story, which we paraphrase here, that illustrates this:

It seems that two battleships were on maneuvers in heavy seas. The fog was dense, making visibility poor. The captain of the lead battleship was on watch when the lookout on the bridge warned him, “Light, bearing on the starboard bow.” The captain replied, “Is it steady or moving?” The lookout replied, “Steady, Captain.” This meant the two battleships were on a collision course. The captain responded, “Signal that ship. Tell them we are on a collision course and to change course 20 degrees.” The reply from the other ship followed: “Advise you change course 20 degrees.” Not to be one-upped, the captain responded in turn, “Send this message: I am a captain. You change course 20 degrees.” In quick order came this response: “I’m a seaman second class. Advise you change course 20 degrees.” Really angry, the captain told the lookout to send the following: “Change course 20 degrees. I’m a battleship.” This message ended the argument: “I am a lighthouse.”³

Hubris, or false pride, can keep a leader from blinking, when blinking might be the proper course. Unbridled confidence in decision making can make it difficult for others to challenge leaders’ assumptions, making it harder to provide leaders with information that could cause them to adjust their thinking. Certainty is a benefit only when the course set is the right course.

Replace the Concept of Independence With a Systems Orientation

Thoughtful leaders recognize that thinking is not an independent process. They take into account the multiple connected pieces of the organization,

from employees to customers, from suppliers to the union. All parts of the organization are interconnected with all the other parts; they do not exist or operate independently or in isolation. The whole is greater than any of its parts. Thus, thoughtful leaders think about the big picture, not merely parts of the picture.

Consider how a change implemented in one part of the organization affects all its other parts. Think about how a change a company made years ago affects how the company runs today. Then consider how making a change in a company today could affect it in the future. For example, consider how thinking about the value employees produce, not merely the hours they put in, could change how things are done in your organization.

Ask Tough Questions

A thinking leader doesn't necessarily have all the answers, but he or she does ask the right questions. What makes a question right? A right question is a tough question. It causes people to pause—to stop and think about why they are or are not taking some action. It engages people in discussion and debate as they confront and seek solutions to the challenges they face.

Thoughtful Leaders

- Identify false choices
- Are unconsciously competent
- Can live with doubt and uncertainty
- Embrace a systems orientation
- Ask tough questions

By asking questions such as “What have we missed?” “What else should we be thinking about?” or “How could we do this better?” the leader also helps to foster a culture of continuous improvement. Additionally, asking tough questions usually precedes creative thinking because it precipitates the viewing of problems from fresh perspectives, often enabling solutions to be found in the concerns of dissenting voices.⁴

Theory Into Practice

Leading in a Crisis

The organizational world is replete with crises—from environmental disasters to technological failures, from criminal acts to economic threats. How a leader thinks and then reacts when facing such a crisis can contribute to the organization emerging stronger or threaten its survival.⁵ Being aware of a problem but taking no action puts the future of an organization in danger as much as does failing to acknowledge responsibility for creating or not planning for the crisis.

Those who emerge stronger from a crisis usually have had a crisis plan in effect; that is, they prepared in advance, were ready when the crisis struck, and thus were able to control the damage done. Being vigilant (for example, being on the lookout for potential errors or enacted biases) and having a workable plan of action, a designated crisis management team (the group assigned to carry out the plan), a single spokesperson or point of contact, a commitment to be available to and work with the media, and a bias for responding honestly and with compassion are key in ensuring the sustainability of the company's name and image.

To see how this works, compare and contrast NASA's responses to and investigations of the disasters that befell both the *Challenger* and *Columbia* spacecrafts. To which crisis do you believe NASA responded more effectively and why?

THE LEADER'S THINKING SHAPES AN ORGANIZATION'S CLIMATE AND CULTURE

Every organization has both a distinctive **climate** and a unique **culture**. And both start with the leader.

Considering Climate

When we speak of an organization's *climate*, we are using a metaphor for the organization's internal environment, that is, how people perceive the nature of the communication practices used in the organization. The kinds of people at the organization's top, the CEO, CFO, COO, etc., tend to define the kinds of people the organization seeks to hire and retain. They also express their relationship to the people who work for them through their communication—effectively creating the organization's climate.

Have you ever worked for a “toxic” leader? What impact did the environment the leader created have on you?



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To take the temperature of the climate in your organization, begin by asking yourself some tough questions: How enthusiastic do you feel about going to work? How trusted do you feel? How much do you believe your input is valued? Your response and the response of employees and other stakeholders to questions like these offer clues to the kind of climate that has evolved in your organization.

Self-Reflection: Looking In and Out

Assessing the Leader's Effect on Climate

Using either your workplace, class, or college/university experiences as a point of reference, please respond to the following questions as honestly and candidly as possible, using the following code to interpret the meaning of the numerical symbols:

- 5—Circle the number 5 if you believe the item is a true reflection of your thinking
- 4—Circle the number 4 if you believe the item is more true than false as a reflection of your thinking
- 3—Circle the number 3 if the item is about a half-true and half-false reflection of your thinking
- 2—Circle the number 2 if the item is more false than true as a reflection of your thinking
- 1—Circle the number 1 if the item is a false reflection of your thinking

(Continued)

(Continued)

Your responses to the questions that follow should reflect no one's judgment but your own.

1. I think that people naturally commit themselves to high-performance goals.
5 4 3 2 1
2. I place a great deal of trust in the people I work with.
5 4 3 2 1
3. I think it is highly important to consult the people who work with me before formulating policies affecting them.
5 4 3 2 1
4. I think people who work with me generally trust me.
5 4 3 2 1
5. If I were to receive information from others, I would act on the information I received unless it were demonstrated wrong.
5 4 3 2 1
6. I tend to communicate candidly with people at all levels of the organization.
5 4 3 2 1
7. I think people feel free to tell me what's on their minds regardless of their position in the organization.
5 4 3 2 1
8. My concern for people is equal to my concern for their ability to complete their tasks.
5 4 3 2 1
9. I think that people throughout the organization listen with open minds to the ideas of others.
5 4 3 2 1
10. I think that upward communication is equal in importance to downward communication.
5 4 3 2 1

11. I see to it that personnel receive the information required for them to do their jobs effectively.

5 4 3 2 1

12. I think it is essential for all organizational personnel to be involved in goal setting and decision making.

5 4 3 2 1

Analyzing How Communication Affects Climate

1. To compute the overall-climate score, add the responses to the 12 items and divide by 12.
2. To compute the trust score, add the responses to number 2 and number 4 and divide by 2.
3. To compute the participating decision-making score, add the responses to number 3 and number 12 and divide by 2.
4. To get the supportiveness-climate score, add the responses to number 6 and number 7 and divide by 2.
5. To get the openness-in-downward-communication score, add the responses to number 10 and number 11 and divide by 2.
6. To get the listening-in-upward-communication score, add the responses to number 5 and number 9 and divide by 2.
7. To get the concern-for-high-performance-goals score, add the responses to number 1 and number 8 and divide by 2.

What does your self-analysis reveal about your potential to affect organizational climate? In what areas do you think you are most and least effective? How might changing your thoughts about work and the people you work with influence your scores?

Climate affects interaction in all organizations, influencing how people feel about work, how hard they work, what they seek to accomplish, their potential for innovation, and their perceived fit with the organization. By analyzing an organization's climate (even the one in your classroom) we can better understand the thinking that guides the behavior of the organization's leaders including how that thinking affects an organization's members.

Leadership theorist Charles Redding identified the five factors comprising communication climate:

- (1) *Supportiveness* (the extent to which members believe their communication relationships with the organization's leaders help them build and maintain their personal worth and importance)
- (2) *Participative decision making* (members' perceptions that they are free to communicate upwardly in order to influence decisions made relevant to their positions)
- (3) *Trust* (the perception that sources of information and messages are believable and useful)
- (4) *Openness and candor* (the belief that leaders communicate honestly with members and that employees can share what they are thinking regarding their position with others)
- (5) *High-performance goals* (the clear communication and understanding of and commitment to the organization's objectives)⁶

When these perceptions are realized, the climate becomes more positive. When these expectations go unmet, however, dissatisfaction increases.

In general, if an organization's leaders think employees cannot be trusted, then the climate that develops in that organization is likely to be dehumanizing, one discouraging of both interaction and the formation of employee connections. When a climate is dehumanizing, communication flows predominantly top-down and finds the organization's leadership implementing changes with little, if any, employee input. Often such a noninclusive climate leads to lower levels of production.

At the other extreme, an organization's leaders may pay little attention to the organization's task but focus their thoughts exclusively on the welfare of employees and the obtaining of employee input. Such leaders may obsess with the environment in which employees operate and commit to the idea of having everyone agree on if and when an organizational change should be implemented. This precipitates what we could describe as a "happiness for lunch bunch" climate, a climate that encourages meeting for meetings' sake but is also less than desirable because of its deemphasis on task.

In contrast to these two climates is the *open climate*—a climate that fosters personal growth and achievement but one in which both the organization's personnel and leadership are expected to be task focused, do their jobs, and be accepting of change when it is needed.

Thus, for the organization to have a healthy climate, concern for both task and people need to be integrated, open and accurate communication needs to

flow both up and down the organization, a spirit of supportiveness and consultation need to guide thinking, and most importantly, people need to trust one another. Communication practices like these help to enhance relationships benefiting leaders, workers, and the organization. The perceptions employees have relative to relationship quality and communication in the organization, and their involvement and ability to influence the organization, matter. Generally, the more positive an organization's climate is, the more productive are its people.

Considering Culture

While climate measures whether the thoughts people have about what it should be like to work in an organization are being met, the organization's culture describes its inner reality. Culture focuses on the nature of the organization's expectations themselves, as expressed in the organization's business environment, history, values, heroes and heroines, villains, preferred modes of expression, and rites and rituals.

The relationship among who is leading an organization, the organization's members, and the organization's culture is complex. In many ways, every employee of an organization is a reflection in miniature of the culture existing in the organization. How people interact, what they will and will not do, and what they value as being right or wrong speaks volumes. As with climate, how an organization's leaders think, what they think about, and what they communicate to others shape the organization's culture. In time, the evolved culture also influences the actions and behaviors of the organization's leaders and members.⁷

How Do Climate and Culture Differ?

Climate, the internal environment of an organization, is composed of five factors:

1. Supportiveness
2. Participative decision making
3. Trust
4. Openness and candor
5. High-performance goals

Culture, the organization's inner reality, answers this question: How do we do it around here?

Unspoken expectations provide clues to the nature of an organization's culture. For example, the policies, practices, and services that an organization provides usually support the culture created, expressing its values, beliefs, and expected behaviors of people in the organization and creating the organization's "how we do it around here" knowledge base. Different cultures make different outcomes possible. In most circumstances, when the patterns of beliefs and values shared by employees are consistent with the organization's culture, a positive climate results. On the other hand, if the organization's culture and employee values significantly diverge, the climate will more than likely be negative.

Using communication, organizations perform or enact their cultures. If the culture the leaders communicate is strong, employees understand their roles and what is expected of them. If the culture communicated is weak or fragmented, then employee values will be unclear and loyalties sacrificed.

Observation: Watch and Learn

Culture Cues

Use the following questions together with follow-up questions of your own choosing to interview three people who work for one organization, for example, your college or university or an organization in your town. After conducting your interviews, write a paper describing your impression of the nature of the organization's culture.

1. Tell me about the organization you work for and the nature of your job. Which individuals in the organization do you perceive yourself to compete with? Whose support do you count on?
2. Describe your organization's mission. Is it being accomplished? Why or why not?
3. Is there anything unusual about your organization or how it goes about accomplishing its work?
4. How would you describe decision making in your organization?
5. What people in your organization are believed to have contributed in outstanding ways to the organization? What people are believed to have been toxic for the organization, influencing it in negative ways?
6. What rituals or special events does the organization celebrate or hold?

7. If you were to give a presentation about your organization, what stories might you tell to begin and end the speech?
8. If a new employee wanted to be successful working for the organization, what would you tell him or her?
9. If an article about the organization were to appear in a newspaper, what would it be likely to cover?
10. What secrets does your organization have? What would happen if any one of those secrets were leaked?

The pressures an organization faces and how people handle those pressures also offer clues to the nature of the organization's culture and whether when facing such pressures people are able to make sound, ethical decisions.

For example, in 2011 we learned in depth of the scandal at News Corporation involving hacking into private phones and files. But the scandal turned out to be not really new. It was alleged that years earlier George and Richard Rebh, the owners of a small ad firm, Floorgraphics, had been approached by Paul Carlucci, the CEO of a unit of News Corp., who told them that his unit, News America Marketing In-Store Services Inc., was interested in purchasing their firm. The Rebh brothers replied that they weren't interested in selling.

According to a lawsuit the brothers subsequently filed, after that conversation News Corp. opened a "multimillion (dollar) war chest" in an effort to take customers away from Floorgraphics. Floorgraphics accused News Corp. of hacking into its computers and using information found there to lure its clients away. Ultimately, the case went to trial but ended a few days later when News Corp. purchased Floorgraphics for a huge sum of money. The surfacing of this story only raised more questions about the kind of corporate culture that existed at News Corp., an organization in which it appears that unethical behavior was widespread but about which the firm's owners professed their ignorance.

Reports allege that News Corp. paid the legal fees of a convicted felon and paid off victims. And yet it appears that the firm's leaders never intervened to end such behavior. Where was the oversight?⁸ While we also refer to this case in our chapter on ethics, the question for you to consider here is how you imagine employees and stakeholders would describe the culture and leadership style at News Corp.

LEADERSHIP STYLE AND THE ORGANIZATIONAL ENVIRONMENT

If given the choice, which one of the following five leadership options would you prefer to enact under most circumstances?

1. I would be the center of direction-giving and decision-making responsibilities.
2. I would share direction-giving and decision-making responsibilities.
3. I would delegate direction-giving and decision-making responsibilities to others.
4. I would persuade others to think and act as I do.
5. I would consult with others before making a decision myself.

Which leadership style does your choice represent? Read on.

Self-Reflection: Looking In and Out

(What's My Style?)

Indicate your level of agreement with each of the following statements:

Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. A leader should act independently in making decisions and setting the organization's direction.	1	2	3	4	5
2. A leader should consult with others before making important decisions.	1	2	3	4	5
3. A leader should base decisions on the wishes of others, not his or her own preferences.	1	2	3	4	5

4. A leader should seek input from a committee created for the purpose of giving him or her advice.	1	2	3	4	5
5. A leader should assess the organization's progress single-handedly.	1	2	3	4	5
6. Workers should be able to make decisions without seeking a leader's input or consent.	1	2	3	4	5
7. Employees who break rules should be punished.	1	2	3	4	5
8. Workers should understand the reasons for a leader's decisions.	1	2	3	4	5
9. A leader should be aloof and not bother with monitoring worker progress.	1	2	3	4	5

Directions for scoring: Compute your score on each of the leadership communication styles by recording and then totaling your points in each column.

Authoritarian	Democratic	Laissez-Faire
Question 1 ____	Question 2 ____	Question 3 ____
Question 5 ____	Question 4 ____	Question 6 ____
Question 7 ____	Question 8 ____	Question 9 ____
SCORE:	SCORE:	SCORE:

In which column is your score highest? The higher your score, the more likely it is that you prefer this style of leadership. In which column is your score lowest? This likely represents your least preferred leadership style.

Dominant Styles of Leadership

How a leader expresses and communicates his or her authority is a key indicator of his or her dominant leadership style. Three leadership styles are dominant in the literature:

- (1) *The authoritarian/autocratic style.* The leader makes decisions, announcing them to others with the expectation that others will carry them out without dispute. Communication flows in one direction—it is primarily downward and noninteractive.
- (2) *The democratic style.* The leader frames the problem but distributes decision-making responsibilities throughout the organization. Communication is multidirectional and highly interactive.
- (3) *The laissez-faire style.* The leader cedes all responsibility for making decisions to others in the organization.⁹

Each style influences the leader's relationship to others. For example, **authoritarian/autocratic leaders** emphasize their control position and the belief that unless strictly supervised, people cannot function productively. **Democratic leaders**, in contrast, easily interact with others, encouraging their participation, input, and enthusiasm. **Laissez-faire leaders**, on the other hand, prefer to leave others to fend for themselves.

While some view this last form of leadership as an abdication of leader responsibility, if used appropriately with the right people, it can also result in those left to their own devices rising to the occasion and acting autonomously with the leader not intervening in their work unless consulted.

Leader In Action *Versus* Leader Inaction

Authoritarian	Leader makes decisions.	Leader in action
Democratic	Leader distributes decision-making responsibilities.	Leader in action
Laissez-Faire	Leader cedes responsibility to others.	Leader inaction

Despite the dominance of these three styles, there are actually five prevailing leadership styles used to describe leaders. The remaining two styles are *selling*—closely allied with the autocratic leader; the selling leader makes decisions but does not merely announce them to others, trying instead to

persuade others of his or her decision's desirability; communication is primarily downward—and *consultative*—while reserving the right to make the final decision, the consultative leader first seeks advice and input from others, always being clear that the ultimate decision rests in his or her hands; communication is interactive.

Theory-X and Theory-Y Leaders

The leadership style you prefer reveals a lot about how you think about the leader's role and view the people who report to you in the organization. According to leadership expert Douglas McGregor, leaders adhere to one of two different sets of philosophical orientations regarding workers: he dubbed these orientations *theory X* and *theory Y*, representing task-oriented and interpersonally oriented leadership.¹⁰

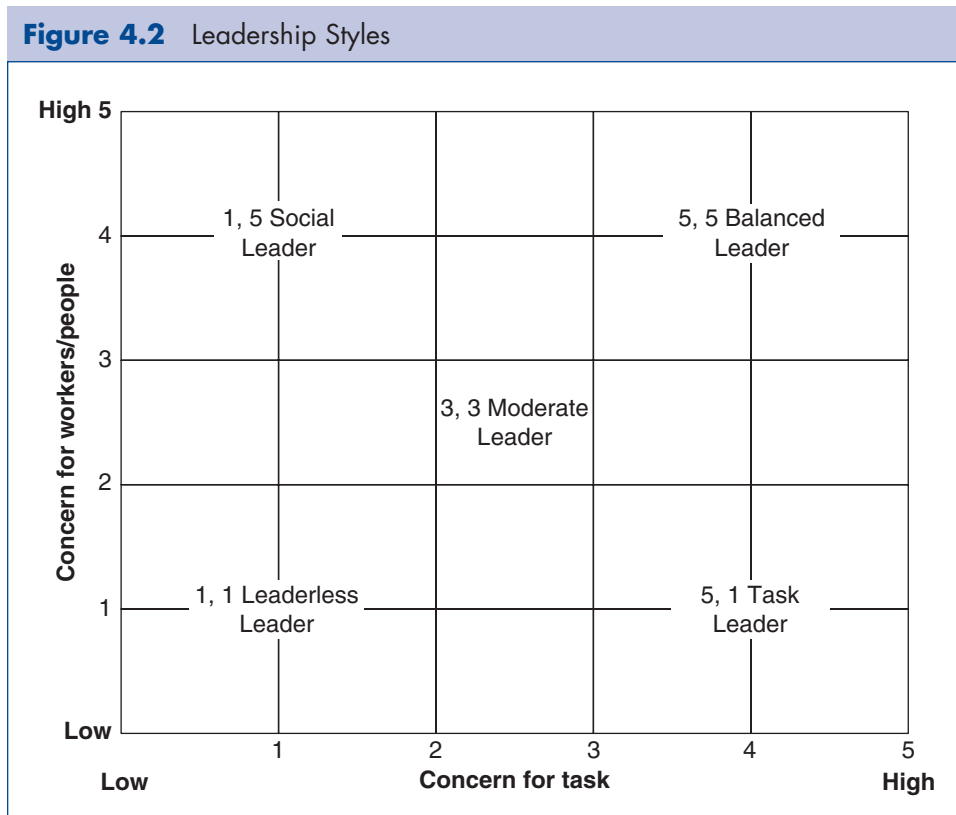
The actions of **theory-X leaders** express the following beliefs: (1) most people find work distasteful, (2) most workers prefer to be directed, (3) most people are unmotivated and lacking in ambition, (4) most are unskilled in solving problems creatively, and (5) most need to be tightly controlled. Theory-X leaders naturally migrate to the autocratic or **selling** style of leading. Under this type of leader, communication flows down the organization with decision making concentrated in those who hold power and directions emanating from the top. Upward communication is virtually nonexistent with the exception of systems designed to have employees spy on one another and report infractions to those above them. A theory-X leader generally prefers to communicate in writing and practices a “closed-door” policy; such an orientation typically generates a climate of fear and distrust, limiting peer-to-peer interaction. As we see, theory-X leaders tend to focus primarily on the task or work itself, with little concern being given to workers. Theory-X leaders function more like “bosses” or “enforcers,” relying on close supervision, control, and threats of punishment to achieve goals.

In contrast, **theory-Y leaders** internalize and externalize different assumptions about the people working in their organizations. They believe that workers (1) find work as natural as play, (2) are capable of self-direction, (3) have the capacity for creative problem solving, (4) should be involved in decision making, and (5) need self-control as a prerequisite for goal achievement. Theory-Y leaders tend to prefer to use a democratic or **consultative leadership style**. In organizations led by theory-Y leaders, communication flows up, down, and across the organization, decision making is distributed throughout the organization, and people at all organizational levels are consulted and involved. Theory-Y leaders stress the importance of open communication, practicing an “open-door” policy. Because of the frequency and multidirectional nature of honest communication

by both leader and workers, theory-Y leaders promote interaction and generate a climate of trust. Theory-Y leaders tend to balance concern for work with concern for the people producing the work.¹¹ They seek to develop the potential of employees as a means of meeting the organization's goals and function more like mentors or coaches rather than like members of a police force.

Balancing Concern for Task and Workers

We can also differentiate leadership styles based on the leader's concern for task and concern for workers; the degree to which the concerns are balanced divides graphically into an array of contrasting leadership styles¹² (see Figure 4.2).



Source: Richmond, Virginia Peck, and McCroskey, James C., *Organizational Communication for Survival: Making Work*, 4th Edition, © 2009. Reprinted by permission of Pearson Education, Inc., Upper Saddle River, NJ.

Social leaders (1, 5) display a high concern for people and a low concern for task. Such leaders enjoy a happy and sociable climate, one in which there is no reason for people to feel disconnected or stressed. As a result, social leaders sometimes find themselves basing decisions on how they will affect the happiness of workers rather than on how they will impact production. Social leaders are also likely to delegate order giving and decision making, preferring not to make the tough calls themselves.

Task leaders (5, 1) display a high concern for task and a low concern for people. They have a machine mentality—with people being seen as replaceable parts. Thus, they have little patience for the personal problems and concerns of workers. As a result, workers perceive them as uninterested, insensitive, and stern.

Balanced leaders (5, 5) have an equally high concern for task and people. Such leaders seek to integrate organizational and employee goals by striving to maintain production at high levels while being sensitive to the needs and concerns of workers. Balanced leaders foster communication at all levels, believing that communication facilitates production.

Laissez-faire or leaderless leaders (1, 1) have a low concern for both task and people. Laissez-faire leaders like to be left alone and their “hands off, don’t rock the boat” approach virtually leaves the organization leaderless, with workers dependent on themselves for the organization’s maintenance.

Moderate leaders (3, 3) are moderately concerned for both task and people. Falling midway between laissez-faire and balanced leadership, moderate leaders tend to be compromisers in their efforts to meet production and people needs.

Which of these styles most closely exemplifies your approach to leadership? Which do you think represents “the perfect leader”?

Working It Out: Alone or Together

1. First, working individually, examine the list of words below, descriptive of how people might feel and act on the job. Check five words you believe to be representative of your on-the-job behavior.

_____ acquiescent

_____ agreeable

_____ analytical

(Continued)

(Continued)

- assent giving
- assertive
- avoiding
- compliant
- conceding
- coordinating
- critical
- debating
- directive
- disagreeable
- energizing
- initiating
- instructive
- judging
- leading
- resisting
- withdrawing
- withholding

2. Share the words you checked with two other students or people who know you well. Ask if they perceive you as you perceive yourself or if they see you differently.
3. Consider the following questions: Do the words you checked indicate your general desire to control things yourself or to cede that control to others? Do they signify a desire to be involved with others or to maintain a distance from others? What do the words you selected suggest about the type of leader you would be; particularly, what do they indicate about your leadership style?

Transactional and Transformational Leaders

Researchers similarly differentiate between transactional and transformational leaders.

Transactional leaders are more task oriented while **transformational leaders** are friendlier with followers, fostering warmer interpersonal relationships with them. While the motivational appeals used by the transactional leader are aimed at satisfying basic human needs, the transformational leader motivates followers

by appealing to their higher-level or self-actualization needs. According to Abraham Maslow, humans have five levels of needs (see Figure 4.3).¹³ In ascending order, they are physiological, safety, belonging and love, self-esteem, and self-actualization. After our first three need levels are met, we can turn our attention to meeting our self-esteem needs—the needs we have to feel good about who we are. Once that need level is also satisfied, we become free to focus on meeting our self-actualization needs.

Thus, in many ways transactional leadership, with its concern for satisfying physiological, safety, and belonging needs, lays the foundation for transformational leadership that focuses on meeting the self-esteem and self-actualization needs of followers. Transformational leaders tend to elicit more follower satisfaction with the leader, enjoy higher degrees of follower commitment, promote more sharing of knowledge, and prepare and empower followers to meet the challenges of change.¹⁴

Figure 4.3 Maslow's Hierarchy of Needs



Post It: Imagineering a Better Way

According to Paul Maritz, president and CEO of the software firm VMware, leadership teams need a strategist, a classic manager, a customer champion, and an enforcer.¹⁵ The strategist is the visionary setting the organization's goals; the classic manager is the caretaker of the organization, responsible for making certain everyone knows what he or she needs to do; the customer champion empathizes with and understands what customers will pay for and how they see things; and the enforcer is the person who decides when to halt consideration and make a decision or take action.

Which type of leader do you believe would be best suited to perform each of these roles and why?

Differences in leadership style have an impact on the attitudes and productivity of people. They can make an organization's members more dependent or independent, more or less egocentric, and even increase or decrease their initiative and friendliness. At the risk of oversimplifying theory, by doing things in a positive way, the best leaders are able to get the best out of people.

LOOK BACK

Reread the opening poem. Based on what you have just learned, respond to the speaker's question.

Key Terms

Authoritarian/autocratic leadership style (78)

Balanced leaders (81)

Climate (68)

Consultative leadership style (79)

Culture (68)

Democratic leadership style (78)

Laissez-faire leaders (81)

Laissez-faire leadership style (78)

Moderate leaders (81)

Selling leadership style (79)

Social leaders (81)

Task leaders (81)

Theory-X leaders (79)

Transformational leaders (82)

Theory-Y leaders (79)

Unconsciously competent (65)

Transactional leaders (82)

Unconsciously incompetent (65)

Notes

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