

## Chapter I

### Team Leadership and Mentoring

#### A. What is a Team?

*Most teams aren't teams at all but merely collections of individual relationships with the boss. Each individual vying with the others for power, prestige and position. - Douglas McGregor*

A team is two or more employees who are organizationally empowered to establish their objectives, to make decisions about how to achieve those objectives, to undertake the tasks required to meet them, and to be individually and mutually accountable for their results.

A team is a group of people coming together to collaborate. This collaboration is to reach a shared goal or task for which they hold themselves mutually accountable. A group of people is not necessarily a team. A team is a group of people with a high degree of interdependence geared towards the achievement of a common goal or completion of a task...it is not just a group for administrative convenience. A group, by definition, is a number of individuals having some unifying relationship.

Team members are deeply committed to each other's personal growth and success. That commitment usually transcends the team. A team outperforms a group and outperforms all reasonable expectations given to its individual members. That is, a team has a synergistic effect...one plus one equals a lot more than two.

Team members not only cooperate in all aspects of their tasks and goals, they share in what are traditionally thought of as management functions, such as planning, organizing, setting performance goals, assessing the team's performance, developing their own strategies to manage change, and securing their own resources.

A team has three major benefits for the organization:

1. It maximizes the organization's human resources. Each member of the team is coached, helped, and led by all the other members of the team. A success or failure is felt by all members, not just the individual. Failures are not blamed on individual members, which give them the courage to take chances. Successes are felt by every team member, this helps them to set and achieve bigger and better successes. In addition, failure is perceived as a learning lesson.
2. There is a superior output against all odds. This is due to the synergistic effect of a team - a team can normally outperform a group of individuals.
3. There is continuous improvement. No one knows the job, tasks, and goals better than the individual team members. To get real change, you need their knowledge, skills, and abilities. When they pull together as a team, they will not be afraid to show what they can do. Personal motives will be pushed to the side to allow the team motive to succeed.

## **B. Team leadership**

Leadership is increasingly taking place in a team context. As teams grow in popularity, the role of the leader in guiding the team members gains heightened importance. And the role of team leader is different from the traditional leader as a team leader is some one who is more of a facilitator. For a conventional leader with a dominant style, to become a team leader is actually tough. He has to learn skills like having patience to share information, to trust others, to give up authority and to understand when to intervene. Effective team leaders have learnt the difficult balancing act of knowing when to leave their teams alone and when to intervene. In short the team leaders have certain characteristics which can help separate them from the traditional leaders.

### ***Team Leadership Characteristics***

- Having patience to share information
- Being able to trust others and to give up authority
- Understanding when to intervene

### ***Team Leader's Job***

A more meaningful way to describe the team leader's job is to focus on two priorities:

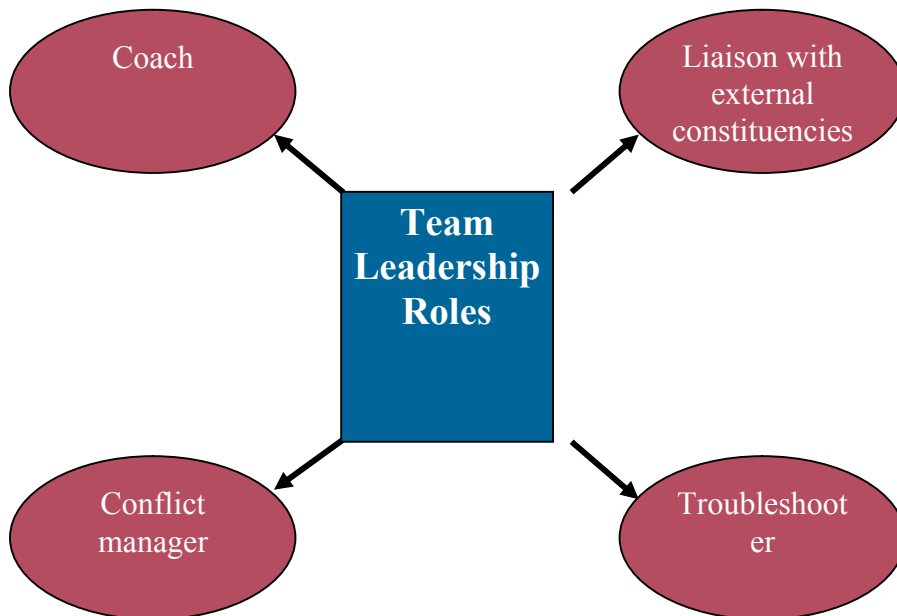
1. Managing the team's external boundary.
2. Facilitating the team process.

### ***Team Leaders Roles***

These have been further divided into four different roles:

- Liaison with external constituencies
- Troubleshooter
- Conflict manager
- Coach

## Specific Team Leadership Roles



*Liaisons with external constituencies* - clarify others' expectations of the team, gather information from the outside, and secure needed resources.

*Troubleshooters* - ask penetrating questions, help team talk through problems, and gather needed resources.

*Conflict managers* - identify source of conflict, who is involved, and find resolution options.

*Coaches* - clarify role expectations, teach, offer support, cheer, lead and do whatever else is necessary to keep performance levels high.

### C. **Team Process**

In 1965, Bruce Tuckman developed a simple four-stage model of team development that has become an accepted part of thinking about how teams develop. In his article, "Developmental Sequence in Small Groups," Tuckman outlines four stages of team development: Forming, Storming, Norming, and Performing. A successful team knows which stage they are in, and manages transitions between the different stages adeptly.

The **Forming** stage involves the introduction of team members, either at the initiation of the team, or as members are introduced subsequently. Members are likely to be influenced by the expectations and desires they bring with them, and will be keen to understand how the group will operate. In particular, they will be keen to understand how the leadership is likely to operate, in terms of style and character. This is a stage of transition from a group of individuals to a team.

As team members grow more confident, the team is likely to enter the **Storming** phase. Team members will have different opinions as to how the team should operate. Particularly for a Christian team, which may be anxious about conflict arising, the storming phase is a difficult one for the team. The best teams will understand the conflict, actively listen to each other, and navigate an agreed way forwards. Other teams may disintegrate as they bolster their own opinions to weather the storms of the group.

As the teams emerge with an agreed method of operating, the team enters the **Norming** phase. Team members have signed up to a common working method, and everyone is usually willing to share in this. During this phase, team members are able to reconcile their own opinions with the greater needs of the team. Co-operation and collaboration replace the conflict and mistrust of the previous phase.

Finally the team reaches the final phase, **Performing**. The emphasis is now on reaching the team goals, rather than working on team process. Relationships are settled, and team members are likely to build loyalty towards each other. The team is able to manage more complex tasks, and cope with greater change. The performing stage can either lead onto:

a return to the forming stage as group membership changes, a new "dorming" stage as the group gets complacent or "adjourning" as the group successfully reaches its goal and completes its work.

Let's explore the implications of each of the four stages of the Tuckman model for team leaders:

	<b>Forming</b>	<b>Storming</b>	<b>Norming</b>	<b>Performing</b>
<b>Team Leader's Style</b>	More directive approach, outlining how the process will develop and laying down a clear structure.	Leader needs to be supportive, actively listening to team members, and managing the conflict, generating ideas, and explaining decisions.	Leader acts as a team member, as leadership is starting to be shared. Leader helps to develop consensus.	Leader takes overview, but within the day to day running, the group is sharing leadership between members.
<b>Reaction to Leadership</b>	Team members take a tentative, wait and see approach. Leader will be allowed to lead, but that doesn't guarantee support.	Leader is under pressure from more vociferous team members.	General support for the leadership within the team. Mutual respect underpins this.	Personal relationships have developed which underpin the leadership relationship.
<b>Team Process</b>	Process is driven by the leader. Some people are reluctant to contribute openly.	Process likely to break down until conflict is resolved.	The core process should operate smoothly, although there is a danger of focusing on smaller process issues rather than core team work.	Process functions well, and is adjusted as necessary. Leadership is shared and tasks delegated.
<b>Trust within the team</b>	Individuals are not clear about their	Trust is focused into smaller groups as sub-	As roles are accepted and clarified, trust and	Team starts to operate on higher

	contribution. "Getting to know you" phase. Trust may start to be built.	groups and alliances form.	relationships start to develop to a greater degree.	levels of trust as loyalty and relationships develop.
<b>How Decisions are made</b>	Nominated leader is expected to make decisions. Some more vocal members may dominate.	Decisions are hard to make. Members are unwilling to give way. Compromise is a frequent outcome.	Group is able to come to common decisions. Win-win is more likely than compromise.	Decision making is easier - some decisions are delegated to sub-groups or individuals.

## **D. Roles Effective Team Leaders Play**

### ***Direction Setter***

Ensuring clarity of direction for the team is a key role of the leader. Today's organizations and the teams within them are buffeted by constant, high-velocity change. As the linking pin between the team and higher levels of management, the team leader not only facilitates the definition of the team purpose but also monitors progress and negotiates mid-course changes when needed. Team leaders set constraints much like riverbanks which set the boundaries and direction of the river. Staying within those banks ensures that the river will be a powerful, productive force ultimately reaching its destination.

### ***Boundary Manager***

A team leader is the gatekeeper, assuring that the team is effectively linked to the broader organizational environment that shapes its work. Boundary management not only includes the interface with other teams but with upper management and the functional managers of team members as well. Renegotiating a deadline with upper management or resolving a conflict in priorities with the department manager of a team member fall within boundary management issues for the team leader. If the leader's negotiating and diplomatic skills are up to the task, such activities will be a significant contribution to the team.

### ***Facilitator***

Facilitation means to "make easier," and it involves a wide breadth of activities that might include facilitating problem solving when the team gets stuck, resolving conflict, and, probably most importantly, helping the team tap into its collective IQ. Successful team leaders see their role not as solvers of problems but rather as the people responsible for seeing that the problems get solved. This mind-set, coupled with an understanding of the skills and knowledge of various team members, opens up more creative possibilities than could ever be imagined by even the brightest, most experienced leader.

### ***Negotiator***

Whether it's time, equipment, funds, information, or even staff, the team leader is generally the one with responsibility for finding and negotiating for needed resources.

### ***Coach***

Coaches must balance the need to develop the skills of each individual team member with the needs of the team as a whole. The ultimate responsibility of any coach is to build a winning team. They understand the importance of practicing, watching game films, and setting goals that motivate the team to do everything a little bit better every day.

In summary, team leaders must be consummate jugglers. As a team leader, you sit at a very interesting intersection of responsibilities and relationships. In this role, you must get both the marching orders for the team and the resources to do the job.

Within the team you must balance demands, sometimes conflicting, among individual team members, the task, the team as a whole, and the larger organization. You must be prepared to take on the many roles of a team leader to have an efficient, effective team that will complete the task.

### ***Committed to people***

Most team members are primarily concerned about relationship and about being valued as a team member, before they are concerned about the task that the team is to undertake. Feeling secure in a group environment is an important pre-requisite before individual contribution. The good team leader is able to spend time building the team, not only when the team starts off, but when a newcomer joins an existing team.

### ***Responsibility Taker***

Team leaders are tested under pressure. When challenges arise, as they inevitably will, the leader will need to take responsibility to ensure that they are fixed as far as possible and that the team is strengthened as a result. This does not mean that the leader should admit that issues beyond their control are in any way their fault, (although they should be honest in admitting their mistakes), but rather adopt a proactive stance to ensure the team is not deflected from its course.

### ***Synergy Builder***

Teams only become a team once there is some synergy within the group ie the team process adds value to that which a disparate group of individuals would achieve undirected. This is likely to require the team leader to explore leadership models that share the leadership role within the team, to have an understanding of different individuals team roles, strengths and gifts, establish a mutual accountability within the team, and to create a team environment which is open, fun and allows healthy and productive discussion.

### ***Constructive Critique***

If you're providing feedback, be sure to communicate the bad *and* the good. It's always hard to hear criticism, but if you highlight the good things too it makes taking the bad a little easier. Also, provide clear suggestions on how your team members can improve. You don't have to give them all of the solutions, instead guide the group by sharing your knowledge and experience.

## **E. Mentoring**

Many leaders create mentoring relationship. A mentor is a senior employee who sponsors and supports the less experienced employee (a protégé). The mentoring role includes coaching, counseling, and sponsorship. As a coach, mentors help to develop their protégés skills. As counselors, mentors provide support and help bolster protégé's self confidence. And as sponsors, mentors actively intervene on behalf of their protégé, lobby to get their protégé visible assignments and politic to get their protégé rewards such as promotions and salary increases.

Successful mentors are good teachers. They can present ideas clearly, listen well and empathize with the problems of their protégés. They also share experiences with the protégé, act as role models, share contacts, and provide guidance. They provide advice and guidance on how to survive and get ahead in the organization. A mentor vouches for a protégé, answers for him or her in the highest circles within organization and makes appropriate introductions.

In the Indian context, imparting shiksha to the shishya (disciple) by the Guru (teacher) is a well established practice rooted in centuries of old traditions. Transfer of knowledge, skills and experience to the shishya (disciple) is also very well documented in the great epic Mahabharata where in the story of Arjun, the powerful warrior, mastering the art of archery from his guru Dronacharya stands testimony to learning through the guru-shishya tradition.

The most effective mentoring relationship exists outside the immediate boss-subordinate interface. The boss-subordinate context has an inherent conflict of interest and tension, mostly attributed to managers directly evaluating the performance of subordinates that limits openness and meaningful conversation.

### ***Why would a leader be a mentor?***

There are personal benefits to the leader as well as the organization. The mentor-protégé relationship gives the mentor unfiltered access to the attitudes and feelings of lower rank employees. Protégés can be an excellent source of potential problems by providing early warning signals. They provide timely information to upper managers that short

circuit the formal channels. So the mentor-protégé relationship is valuable communication channel that allows mentors to have news of problems before they become common knowledge to others in the upper management. In addition, in terms of leader's self interest, mentoring can provide personal satisfaction to senior executives. It gives them the opportunity to share with others the knowledge and experience that they've developed over many years.

## **F. Rules for Mentoring Relationship**

### *Tips for Being a Great Mentor*

#### ***Encourage Your Protégé to Communicate Openly***

If your protégé sees you as a formidable authority figure, it may take time for him to open up to you. If after your third or fourth meeting you still feel like your protégé is hesitant about speaking up, try asking him some tough questions to encourage breakthroughs in conversation, such as: "If you could change one thing about your relationship with your boss, what would it be?" or "How do you think your culture may have affected the way you work with your colleagues and clients?" If you ask the latter, be sure to proceed with sensitivity whenever you bring up issues of race and culture.

#### ***Set Firm Guidelines and Expectations from the Beginning***

Determine how frequently or infrequently you will meet. Ask the protégé to spell out what he wants from you; you should have a specific idea about what the person hopes to gain from the relationship, and he should know what you are hoping to accomplish. Find out what skills your protégé wants to develop.

#### ***Provide Clear Performance Measure***

This way, your protégé can chart his career progress. Follow up with him the next time you meet.

### ***Practice Active Listening***

Don't dominate the conversation; be an engaged listener and respect what your protégé has to say.

### ***Mentoring Is a Serious Business Relationship***

If your current workload is overwhelming and you find it difficult to devote time to your protégé, it may be better for you to bow out until a later date.

### ***Tips for Being a Great Protégé***

#### ***Take A Look Around***

Examine your company and industry to identify people whom you admire or would like to emulate, regardless of nationality or gender. If you have trouble finding role models belonging to your cultural background at the senior management level, seek out other high performing Executives who take interest in your development.

#### ***Approach Your Potential Mentor***

You can not start mentoring relationship with out asking some one to be your mentor. Be very definitive with him about what you hope to accomplish.

#### ***Don't Be Overly Deferential***

If you have a tendency to be more deferential with your elders and you hesitate to approach your mentor with seemingly frivolous day-to-day talk about your workplace, get over this hurdle and reach out to him. Being pleasantly persistent is the only way to develop any good business relationship. As you are the one looking for guidance, the onus is on you to be proactive.

### ***Do Your Homework***

If your mentor asks you to do some follow-up work to help you develop your professional skills, do it. There has to be accountability in the mentoring relationship for it to be effective.

## Chapter II

### Communication And Leadership

Many of the problems that occur in an organization are the direct result of people failing to communicate. Faulty communication causes the most problems. It leads to confusion and can cause a good plan to fail. Communication is the exchange and flow of information and ideas from one person to another. It involves a sender transmitting an idea to a receiver. Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit.

Studying the communication process is important because you coach, coordinate, counsel, evaluate, and supervise through this process. It is the chain of understanding that integrates the members of an organization from top to bottom, bottom to top, and side to side.

Leadership has as its corner stone, the ability to communicate. When we use the word communicate, we are referring not only to the words one uses to transfer factual information to others, but also to other "messages" that are sent and received.

It is clear that if the leader communicates effectively, he or she will be sending messages that decrease resistance, and encourage moving through the change more effectively and positively. The bottom line with all of this is if you screw up communicating with employees, even the smallest changes can result in ugly problems.

Framing is a way to use language to manage meaning. It is a way for leaders to influence how events are seen and understood. It involves the selection and highlighting of one or more aspects of a subject while excluding others.

Framing is similar to what a photographer does. The visual world that exists is essentially ambiguous. When the photographer aims his camera and focuses on a specific shot, he frames a photo. Others then see what he wanted them to see. They see her point of view. That is what precisely leaders do when they frame an issue. They choose which aspects or portion of the subject they want others to focus on and which portions they want to

be excluded.

For example, Martin Luther King's "I have a dream" speech largely shaped the civil rights movement. His words created an imagery of what a country would be like where racial prejudice no longer existed. What King did was frame the civil rights movement in a way so that others would see it the way he saw it.

This is no different from Mohandas Karamchand Gandhi, known to us as the Mahatma who framed the words "Satyagraha" and "Ahinsa" which became synonymous to the nation's struggle for freedom from a foreign oppressor.

### ***Is framing really relevant?***

In today's complex and chaotic environment, truth is what the leader says is the truth. Leaders can use language to influence followers' perception of the world, the meaning of events, beliefs about causes and consequences, and vision of the future. It's through framing that leaders determine how people notice problems, how they understand and remember problems and how they act on those problems. Thus, framing is a powerful tool by which leaders influence how others should see and interpret reality.

## Chapter III

### Culture And Leadership

Leadership and organisational culture are essentially two sides of the same coin. Each influences and helps to create the other. The founders and/or early leaders of an institution establish the framework of an organisation's culture through their personalities and behavioral preferences. These individuals also make the early assumptions about how to deal with issues within an organization. Initially a founder and/or early leader's assumptions may not be generally accepted by the organization as a whole. However, as those assumptions are perceived to be "successful", they begin to be taken for granted as the way an organization operates. As a result, these assumptions become part of the underlying culture.

The human mind needs cognitive stability. Organizational culture is the means by which that cognitive stability is attained. As a group or organisation faces issues of survival, it creates a set of operating assumptions about how to effectively deal with its surrounding environment. These assumptions deal with both the internal and external worlds which an organisation faces. For instance, assumptions are made both about external issues such as a organisation's mission and internal issues such as common language within the organisation (ie. an understanding of how the organisation deals with issues.) As these assumptions begin to be taken for granted and become widely shared, they become the basis of that organisation's culture.

Once the culture of an organization exists, it determines the criteria for leadership. This culture determines who will or will not become an organization's leader. As a result, the leaders who emerge are themselves a reflection of the organisation's values.

Leadership and culture are inextricably intertwined. If a culture becomes dysfunctional, it is the unique function of leadership to perceive both the functional and dysfunctional elements of the existing culture. If these leaders are not conscious of the culture in which they are embedded, the culture will manage them. Therefore, leadership's task is to manage cultural evolution and change in such a way that the organization can survive in a changing environment.

The challenge for leadership in organisations in the 21st century is to transcend and transform their organisational cultures.

### **Relationship between leader and culture**

Should a leader influence organizational culture and how much should he influence and control organizational culture? If leadership is the art of bringing out the best in people and organisations, what type of culture embodies this type of leadership?

There are obvious disadvantages to their having too much control: it means a great weight of responsibility. If the leader **actually embodies the culture**, they will have to live up to it consistently and any deviation will undermine morale. Additionally, when they leave, the organization will be thrown into cultural disarray. On the other hand, a leader who is distanced from the prevailing culture will risk being seen as irrelevant or uncaring, and losing the respect of his or her people. Edgar Schein, in his book *Organizational Psychology*, describes “*what happens when an organization is seen as distant and unfeeling, i.e. when it stops paying attention to the underlying culture of individual personalities and extra-curricular behaviours. Individuals will often react to this by becoming transactional and viewing the organization with complete cynicism.*” The same thing can happen when it is the leader, not the organization, which is seen as uncaring. And it is not difficult for a leader to acquire this reputation.

A leader’s role is not to maintain tight control over every aspect of the organisation’s behaviours, beliefs and ways of operating, but to guide and shape where necessary. A leader has to ‘be’ as well as ‘do’.

Good communication between the leader and the members will benefit the culture and enhance the leader’s role in maintaining the culture by making it clear that he or she is aware of its nuances.

## Chapter IV

### Power And Leadership

The common belief is that effective leaders must have very strong achievement motivation because they need to be task oriented to get things done. The second commonly held belief is that leaders need to have strong affiliation goals because they should be people oriented.

However, Research by David McClelland published in a landmark Harvard Business Review article explains that the dominant motivator of an effective or successful leader tends to be power. He said:

*“. . . contrary to what people may think, a good manager is not one who needs personal success or who is people oriented, but one who likes power. A strong power motive — the desire to have impact, to be strong and influential — is essential to good management. A strong power motive is more characteristic of good leaders than either a need for personal achievement or affiliation, which is the need to build good relationships.”*

Everyone tends to associate power with the dark side of human nature and with being autocratic and dictatorial. Therefore, no one wants to be known as power oriented, which gets translated into being power hungry. And, no one wants to admit they want power and/or even to have it. But, the fact is that the research done by McClelland still shows that the dominant motivator of effective leaders is power.

#### **A. Power as Energy**

One way which can help managers disassociate power from its negative connotations and associate it with more positive ones is to have them think about power as the energy we use in our lives daily. It comes to us as wind, solar, nuclear, electrical, thermal, hydraulic, animal, and good old muscle power. Through out the ages we have used these different forms of power to make things that are stationary move in the direction we want them to move or to stop or redirect things already in motion. The application of power in our daily lives is indispensable. We get very little done without it.

The same is true about the application of power in organizations. You get very little done without it. No one moves without its application. You use power to get people moving in the right direction and redirecting them when a change of course is needed. And, of course, power is needed to stop people already in motion who are doing the wrong thing and when their effort is not longer needed.

## **B. Bases of Power**

Simply put, power is the capacity to influence the thought and behavior of other people. Just as there are many forms of energy used in our daily lives, there are several forms, sources or bases of power you can draw upon to influence the motivation, behavior and thoughts of others.

*These bases are as follows:*

- 1. Legitimate Power** is the formal “legal” authority that is embodied in your position and/or title. You have the “right to manage” and to expect compliance because of your place in the organization. With Legitimate Power there is little need for a personal relationship between you and others. Others respect the authority carried in the position regardless of who occupies the position. The higher your rank, the more Legitimate Power you have.
- 2. Reward Power** is based on your capacity to provide things that others desire. You make positive outcomes such as pay increases, recognition, interesting job assignments and promotions, among other things, contingent on desired behavior. To be effective, this power base requires that others value the incentives offered and that they believe that you can and will provide them.
- 3. Coercive Power** could be considered the flip side of Reward Power. This power is based on your capacity and willingness to produce conditions that the others want to avoid, or find unpleasant. Coercive Power relies on the contingent use of punishments such as criticism, poor performance appraisals,

reprimands, undesirable work assignments, or dismissal. Coercive Power is most effective when its application is both immediate, certain and consistent.

4. **Connection Power** is the power you derive from relationships with other influential, important or competent people. In today's language, it is your "network". Because you have a network of connections with other "powerful people", you can use these relationships to influence the behavior of others who also want to be seen favorably by these other influential people. Of course, be careful you do not over use this and become seen as a "name dropper".
5. **Information Power** is based on you having access to information that others are not privy to, do not know about and which they believe is important. Others comply because they believe that what you want them to do is based on some special and/or maybe even inside information that you have.
6. **Expert Power** is based on your skill, knowledge, accomplishments or reputation. Others are willing to do what you want because they trust that your superior expertise will produce the desired results. Your Expert Power also instills confidence in others even when the solution and/or way forward may not be clearly understood. This base of power requires that the subordinates trust your expertise. This attraction gives the leader power to influence the behavior of others.
7. **Referent Power** is based on personal feelings of attraction, or admiration, that others have for you. Referent Power is truly in the "eye of the beholder" where others see something special in you allowing you to take the lead, to be in the lead or be given the lead. This "something special" is called charisma where others are willing to do what the leader wants because they want to please the leader, have the leader like them and/or want to become like the leader themselves. This attraction gives the leader power to influence the behavior of others.

### **C. Position & Personal Power**

The seven bases of power reviewed above can be classified as either Position Power or Personal Power.

The Position Power bases are Legitimate, Reward and Coercive.

These bases are related more to the position of authority you hold in the organization and are most effective with your direct reports. Rarely can you overtly use these to influence the behavior of your boss or colleagues. Once you accrue Position Power, it is certainly warranted to use these power bases at times. It is called asserting your right to manage. It is, however, best not to flaunt it. Overuse of these bases by constantly reminding people of your title, how you can reward them for doing what you want or what you will do to punish them may actually erode your influence in time. Having these power bases and using them sparingly works best. Maybe this is what was meant with having an iron fist in a velvet glove.

The Personal Power bases are Connection, Information, Expert and Referent.

These are personal bases of power because they are embodied in you and not so much in your job role, or position. Cultivating these bases of power gives you the capacity to influence the behavior of everyone — bosses, colleagues and direct reports. Having these means that when you speak, others listen.

Whereas use of the Position Power bases may need to be minimized by you and the use of rewards and punishment controlled by the organization, the Personal Power bases of Information, Connection, Expert and Referent are yours to totally expand upon. It makes good sense to enhance your influence by knowing what is going on in your work unit and other areas of the business (Information); building your network within and outside of the organization (Connection); expanding your skills and competencies (Expert); and taking the time to cultivate your image, sense of confidence and capacity to communicate (Referent).

Finally, unlike the bases of Position Power, having and using the Personal Power bases does not require that you be a manager. If you have the capacity to influence the behavior of others through these power bases and have at least one follower, you are a leader. You might say that the Position Power bases allow you to assert your right to manage and the bases of Personal Power allow you to be seen as a leader. The goal is to make sure you have and use all seven bases of power well.

## Chapter V

### Gender and Leadership

The question regarding gender differences in managerial style has been the focus of both research and media attention since women started entering management positions in the Seventies. The first books to address this issue focused on women's inferiority relative to men (e.g. Henning & Jardim, 1976; Harragan, 1977). Recent books focus on women's superiority to men (e.g. Helgesen, 1995; Fisher, 1999). Both assume that the genders differ in their management style. Yet a number of studies that compared the managerial style of men and women (e.g. Morrison, White, Velsor & The Center for Creative Leadership, 1987; Donnell & Hall, 1980) found no gender difference. Donnell and Hall (1980) termed this consistent finding "a significant case of no significant differences."

A meta-analysis of studies that investigated gender differences in managerial style shows very few differences in such stereotypically male characteristics as task orientation, and such stereotypically female characteristics as a focus on interpersonal relationships. However, it shows also a consistent gender difference in women's greater tendency to use a democratic leadership style, and men's tendency to use an authoritarian leadership style (Eagly & Johnson, 1990).

The research documenting women's democratic style of management is fast growing. It shows that the new generation of women managers are more open with colleagues and subordinates than are men managers, and are consensus builders who encourage wider participation in decision making (Nelton, 1991). It shows also that women tend to be more interested in the health and personal worries of their subordinates. Men - on the other hand - tend to be far more competitive than women, more interested in winning, more career conscious and far more willing to boss people about (Morris, 1992).

Men prefer a "Command and Control" leadership style which includes such things as: top-down decision making, use of structural power, focus on self-interest of followers, control by reward for specific tasks and stress on individual contribution.

Women prefer an "Interactive Leadership Style" which includes such things as: shared decision making, use of personal power, focus on achievement of goals, control by empowerment, and stress on shared power and information (Rosener, 1995). Women are more likely than men to encourage participation, to enhance the self-worth of others and to get followers to trade off their self-interests for the overall good of the organization (Rosener, 1990).

Based on employee evaluations of male and female managers from the top three levels of management in six Fortune 500 firms, Bass and Avolio (1994) concluded that women managers, on the average, are higher than men on "transformational leadership." The profile of a female manager that emerged from their study is one who empowers her employees and is trusted and respected by them, showing great concern for the individual needs of her subordinates. Returning to the meta analysis by Eagly and Johnson (1990), it seems that at the heart of women's managerial style is democratic leadership.

## Where Female Managers Do Better

Where Female Managers Do Better: A Scorecard		
None of the five studies set out to find gender differences. They stumbled on them while compiling and analyzing performance evaluations.		
Skill (Each check mark denotes which group scored higher on the respective studies)	MEN	WOMEN
Motivating Others		✓ ✓ ✓ ✓ ✓
Fostering Communication		✓ ✓ ✓ ✓ *
Producing High-Quality Work		✓ ✓ ✓ ✓ ✓
Strategic Planning	✓ ✓	✓ ✓ *
Listening to Others		✓ ✓ ✓ ✓ ✓
Analyzing Issues	✓ ✓	✓ ✓ *

\*In one study, women's and men's scores in these categories were statistically even.  
Data: Hagberg Consulting Group, Management Research Group, Lawrence A. Pfaff, Personnel Decisions International Inc., Advanced Teamware Inc.