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PART TWO—The Power of Vision

Major Purposes of Part Two

Part Two focuses on three important subjects—the power of vision, the motive to lead, and organizational climate.

Part Two Objectives

After completing Part Two, your students should be able to better understand:

- The importance of vision for leadership success;
- The leadership qualities needed for steering organizations through periods of change;
- Strategies for successful leadership;
- Motives for assuming the challenge of leadership;
- The importance of organizational climate; and
- The ethical climates of organizations—profit maximizing, trusteeship, and quality of life management.

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NOTES AND ANECDOTES

Strategies For Successful Leadership

There are many models of what it takes to be a good leader. Thomas Neff and James Citrin provide one that is based on extensive polling, financial analysis, and structured interviews. In their book *Lessons from the Top*, they identify seven strategies for effective leadership. Leaders at all levels of responsibility in all types of organizations can use these strategies to succeed.

- **Create a vision**. A successful leader goes to the company's roots, builds on the things the organization does best, and develops a winning plan.
- **Build a great team**. Great leaders surround themselves with people whose skills and experiences complement their own, and whose passion, attitudes, and values are closely matched to theirs.
- **Inspire employees to greatness**. Communicate continuously, listen carefully, and genuinely tolerate failure as a learning experience.
- **Create a flexible, responsive organization**. The best leaders design their organizations to make sure decisions can be made fast.
- **Use reinforcing reward systems**. Make recognition and compensation consistent with achieving the mission, living the values, and executing the strategy of the organization.
- **Retain top performers**. Have good perks, memberships, stock options, and other incentives so top performers won't leave.
- **Lead with integrity.** Integrity builds trust in leaders that is critical for high performing organizations.

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NOTES AND ANECDOTES

In 2004 Wal-Mart Stores, Inc. published a vision statement identifying 3 basic values and core beliefs of the company. These are analogous to IBM's 3 core values.

- Respect for the Individual
  " 'Our people make the difference' is not a meaningless slogan – it's a reality at Wal-Mart. We are a group of dedicated, hardworking, ordinary people who have teamed together to accomplish extraordinary things. We have very different backgrounds, different colors and different beliefs, but we do believe that every individual deserves to be treated with respect and dignity."

  Don Soderquist
  Senior Vice Chairman, Wal-Mart Stores, Inc. (retired)

- Service to Our Customers
  We want our customers to trust in our pricing philosophy and to always be able to find the lowest prices with the best possible service. We're nothing without our customers.

  "Wal-Mart's culture has always stressed the importance of Customer Service. Our Associate base across the country is as diverse as the communities in which we have Wal-Mart stores. This allows us to provide the Customer Service expected from each individual customer that walks into our stores."

  Tom Coughlin,
  Vice Chairman, Wal-Mart Stores, Inc.

- Strive for Excellence
  New ideas and goals make us reach further than ever before. We try to find new and innovative ways to push our boundaries and constantly improve.

  "Sam was never satisfied that prices were as low as they needed to be or that our product's quality was as high as they deserved – he believed in the concept of striving for excellence before it became a fashionable concept."

  Lee Scott,
  President and Chief Executive Officer of Wal-Mart Stores, Inc.

  Source: 2004 Wal-Mart Stores; www.wal-mart.com

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NOTES AND ANECDOTES

Max DePree, management author and retired chairman of Herman Miller, Inc., writes, "Healthy companies come from healthy leaders." Just as one takes a physical exam to evaluate personal health, so can the leader take a Leadership Physical to evaluate leadership performance. The occasional checkup can be used to reveal strengths and areas for improvement.

Approximately 500 years ago, Niccoló Machiavelli wrote in his classic book *The Prince* that a leader should discourage unrequested advice, but he went on to say that a great leader is a great asker and a patient hearer of the truth. Once a year, the caring leader should visit with someone who understands leadership, knows his condition, and can provide objective evaluation and prescription for good leadership performance.

The following exercise includes a *brain scan*, *heart check-up*, and *fitness test* to evaluate leadership performance. Current status is less important than what the leader does with the data. What steps are taken to stay great or improve?

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EXERCISE 2.1: LEADERSHIP PHYSICAL

Complete the following evaluation of leadership performance. Evaluate the performance of yourself or someone you know in a position of leadership. Respond to each question by placing a number from 1 to 15 (1 is low, 15 is high). Also include evidence to support your opinion and suggestions (Rx) to improve.

BRAIN SCAN: SETTING DIRECTION

By creating a vision and a strategy to succeed, the leader gains the *respect* and *confidence* of followers.

Does the *leader*

Chart the correct course?	☐ needs improvement 1-5	☐ acceptable 6-10	☐ a current strength 11-15
Demonstrate good judgment?	☐ needs improvement 1-5	☐ acceptable 6-10	☐ a current strength 11-15
Solve problems effectively?	☐ needs improvement 1-5	☐ acceptable 6-10	☐ a current strength 11-15

Cite evidence to support your opinion:

Make suggestions (Rx) to improve performance:

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EXERCISE 2.1: LEADERSHIP PHYSICAL (continued)

HEART CHECKUP: CARING ABOUT PEOPLE

By showing consideration for others, the leader gains the *trust* and *loyalty* of followers.

Does the *leader*:

Show respect for all people?	☐ needs improvement 1-5	☐ acceptable 6-10	☐ a current strength 11-15
Serve the interests of others?	☐ needs improvement 1-5	☐ acceptable 6-10	☐ a current strength 11-15
Follow the golden rule?	☐ needs improvement 1-5	☐ acceptable 6-10	☐ a current strength 11-15

Cite evidence to support your opinion:

Make suggestions (Rx) to improve performance:

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EXERCISE 2.1: LEADERSHIP PHYSICAL (continued)

FITNESS TEST: ACHIEVING RESULTS

Through attention to detail and persistent hard work, the leader gains *credibility* and the *support* of followers.

Does the *leader*:

Keep job knowledge current?	☐ needs improvement 1-5	☐ acceptable 6-10	☐ a current strength 11-15
Stay focused on the task?	☐ needs improvement 1-5	☐ acceptable 6-10	☐ a current strength 11-15
Have stamina to succeed?	☐ needs improvement 1-5	☐ acceptable 6-10	☐ a current strength 11-15

Cite evidence to support your opinion:

Make suggestions (Rx) to improve performance:

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Summary Scores and Interpretation

Scores	9	-	53	= Needs improvement in leadership performance
Scores	54	-	90	= Acceptable leadership performance
Scores	91	-	135	= Current strength in leadership performance

Any item rated 1-5 should be addressed and improved for leadership success.

NOTES AND ANECDOTES

ORGANIZATIONS IN PROGRESS

Figure 2-1 shows five phases in the life of an organization. Each phase includes a period of evolution when growth takes place and a period of revolution when crisis threatens the continued development and possibly the existence of the organization.

The following is a description of the typical periods of growth and crisis for each of the five phases:

- *Phase 1: Growth through Creativity*. In its earliest period, an organization's activities are usually centered around the development of products and markets. Top leadership is devoted to these goals. Communication between leaders and followers is frequent and informal. People may work long hours for low pay in anticipation of future benefits.

  Crisis of Leadership. As the organization grows, it becomes increasingly difficult to handle the rapidly swelling staff using the old, informal methods. Leaders become overworked and harried by administrative details. A "crisis of leadership" leads to the first revolution. Founders, frequently incapable or unwilling to change habits and styles, may have to step aside in favor of individuals who can focus and organize the organization's activities.

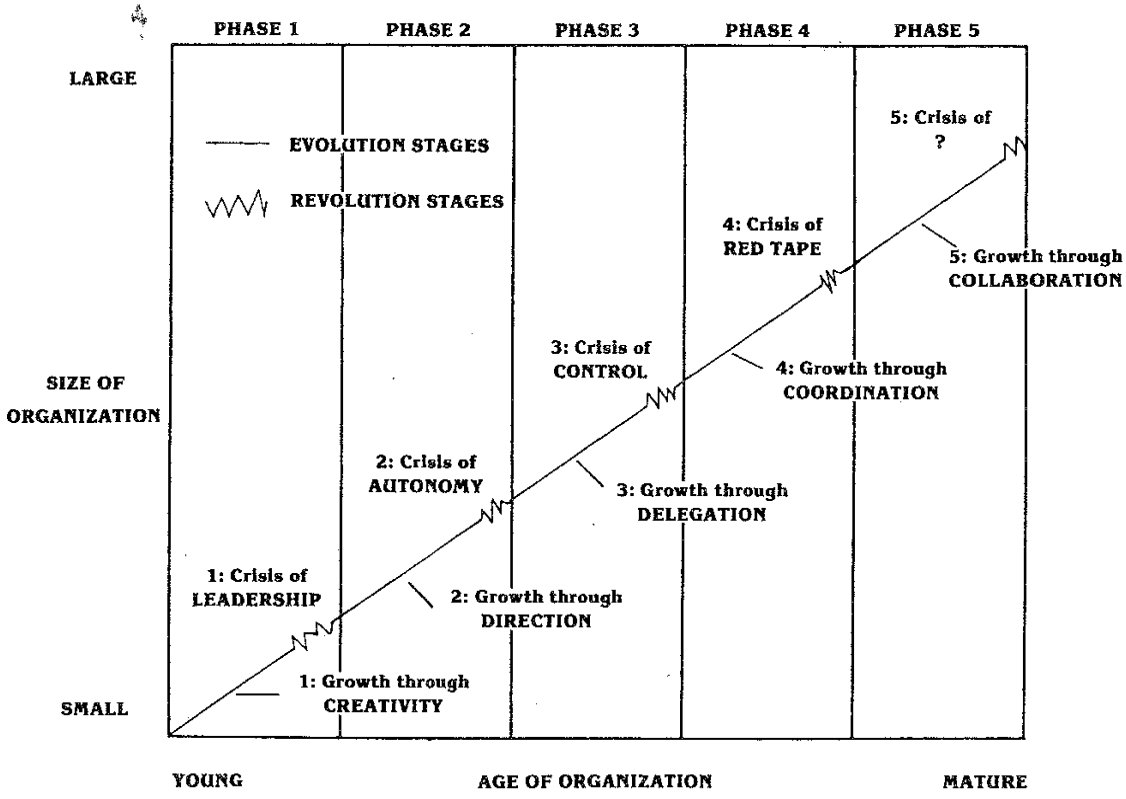
- *Phase 2: Growth through Direction*. Under strong and capable organizers, the organization may experience a period of sustained growth. A functional structure is introduced. Accounting systems, budgets, and personnel policies are adopted. Communication becomes more formal with policies, reports, and memos replacing word-of-mouth customs. Responsibilities are divided between upper level policy makers and lower level specialists.

  Crisis of Autonomy. Lower level leaders, however, become increasingly frustrated and demand more autonomy and room to exercise their own initiative. With upper level leaders reluctant to give up authority, a new revolutionary period is at hand.

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FIGURE 2.1 Five Phases of Organizational Development



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- *Phase 3: Growth through Delegation.* The successful organization will install effective decentralization and empowerment activities in answer to the crisis of autonomy. Greater responsibility is given to lower-level leaders. Top executives stay out of day-to-day operations, often concentrating on acquiring new units for the organization. Communication from the top is less frequent.

  Crisis of Control. Decentralized leaders are able to penetrate new markets, respond faster to customers, and develop new products. Eventually, however, top leaders may attempt to return to a centralized structure because of a sense of loss of control. This attempt brings on a new revolution, the "crisis of control." The organization must find a new solution to coordinating problems.

- *Phase Four: Growth through Coordination.* This evolutionary period is characterized by the installation of systems for achieving organizational efficiencies and economies. Under the initiation of top leaders, decentralized units are merged into clusters and

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groups, each of which is expected to show satisfactory return on invested capital. Central staff personnel are added to initiate, control, and review programs for line managers.

Crisis of Red Tape. These changes encourage more efficient use of company resources, and field leaders learn to justify their actions more carefully to headquarters. Tension gradually builds, however, between line and staff and between headquarters and the field. A revolution develops as rules and regulations begin to interfere with problem-solving activities.

- *Phase 5: Growth through Collaboration.* In response to the crisis of red tape, a flexible and pragmatic approach to management develops. Groups and interdivisional teams perform tasks and solve problems. Headquarters' staff is held to a minimum, and the focus of their efforts is to support and facilitate the success of field personnel. Leaders are trained in behavioral skills so they can improve organizational performance. Many of today's organizations are in this stage of evolution.

  Crisis Unknown Revolution and crisis may center around the psychological saturation of members who become emotionally and physically exhausted by the intensity of teamwork and the heavy pressure for innovative solutions. There may also be pressure for representation on organizational boards, as already exists in many European countries. At present, the situation is "crisis unknown."

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NOTES AND ANECDOTES

LEADERSHIP CHALLENGE

At each phase of an organization's development, effective leadership is necessary to resolve crises and sustain community.

Herman Maynard, Jr., and Susan Mehrtens, authors of *The Fourth Wave,* identify the challenges facing today's leaders: 1) creating work environments where people feel safe; 2) fostering truth-telling in all dealings; 3) articulating clear and consistent goals, as well as explicit values to guide member behavior; and 4) facing and resolving dysfunctional practices within the community. To meet these challenges, the authors prescribe a structure based on community, a locus of control based on personal commitment, and an atmosphere that supports freedom of expression, respect for all people, and lifelong learning.

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EXERCISE 2.2 Management Systems Questionnaire

This questionnaire evaluates management practices in seven key areas: leadership, motivation, communications, teamwork, decision making, goal setting, and controls.[1]

Evaluate each organizational variable on a scale of 1 to 20 (1 is low; 20 is high). Place a checkmark in the scale grid indicating your assessment of the organization.

Organizational Variable	SYSTEMS OF MANAGEMENT System I	System II	System III	System IV
1. Leadership process used:				
Extent to which superiors have confidence and trust in subordinates	Have no confidence and trust in subordinates	Have condescending confidence and trust, such as master has to servant	Substantial but not complete confidence and trust: still wish to keep control of decisions	Complete confidence and trust in all matters
	1 2 3 4 5	6 7 8 9 10	11 12 13 14 15	16 17 18 19 20
Extent to which superiors behave so that subordinates feel free to discuss important things about their jobs with their immediate superior	Subordinates do not feel at all free to discuss things about the job with their superior	Subordinates do not feel very free to discuss things about the job with their superior	Subordinates feel free to discuss things about the job with their superior	Subordinates feel completely free to discuss things about the job with their superior
	1 2 3 4 5	6 7 8 9 10	11 12 13 14 15	16 17 18 19 20
Extent to which immediate superior, in solving job-related problems, generally tries to get subordinates' ideas and opinions and make constructive use of them	Seldom gets ideas and opinions of subordinates in solving job-related problems	Sometimes gets ideas and opinions of subordinates in solving job-related problems	Usually gets ideas and opinions and usually tries to make constructive use of them	Always gets ideas and opinions and always tries to make constructive use of them
	1 2 3 4 5	6 7 8 9 10	11 12 13 14 15	16 17 18 19 20
2. Character of motivational forces:				
Manner in which motivation is used	Fear, threats, punishment, and occasional rewards	Rewards and some actual or potential punishment	Rewards, occasional punishment, and some involvement	Economic rewards based on compensation system developed through participation: group participation and involvement in setting goals, improving methods, appraising progress toward goals, etc.
	1 2 3 4 5	6 7 8 9 10	11 12 13 14 15	16 17 18 19 20

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EXERCISE 2.2 Management Systems Questionnaire (continued)

Organizational Variable	System I	System II	System III	System IV
Amount of responsibility felt by each member of the organization for achieving the organization's goals	High levels of management feel responsibility: lower levels feel less: rank and file feel little and often welcome opportunities to behave in ways to defeat organization's goals	Managerial personnel usually feel responsibility: rank and file usually feel relatively little responsibility for achieving organization's goals	Substantial proportion of personnel, especially at high levels, feel responsibility and generally behave in ways to achieve the organization's goals	Personnel at all levels feel responsibility for the organization's goals and behave in ways to implement them

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

3. Character of communication process:

Amount of interaction and communication aimed at achieving organization's objectives	Very little	Little	Quite a bit	Much with both individuals and group
Direction of information flow	Downward	Mostly downward	Down and up	Down, up, and among peers
Extent to which downward communications are accepted by subordinates	Viewed with great suspicion	May or may not be viewed with suspicion	Often accepted, but at times viewed with suspicion; may or may not be openly questioned	Generally accepted, but if not, openly and candidly questioned
Accuracy of upward communication	Tends to be inaccurate	Information that boss wants to hear flows: other information is restricted and filtered	Information that boss wants to hear flows: other information may be limited or cautiously given	Accurate

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

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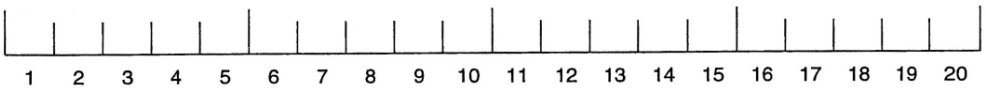
EXERCISE 2.2 Management Systems Questionnaire (continued)

Organizational Variable	System I	System II	System III	System IV
Psychological closeness of superiors to subordinates (i.e., how well does superior know and understand problems faced by subordinates?)	Has no knowledge or understanding of problems of subordinates	Has some knowledge and understanding of problems of subordinates	Knows and understands problems of subordinates quite well	Knows and understands problems of subordinates very well

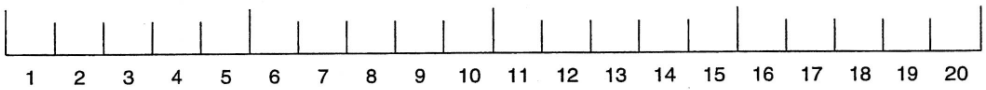


4. Character of interaction-influence process:

Amount and character of interaction	Little interaction and always with fear and distrust	Little interaction and usually with some condescension by superiors: fear and caution by subordinates	Moderate interaction, often with fair amount of confidence and trust	Extensive, friendly interaction with high degree of confidence and trust

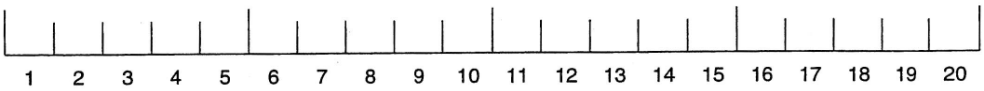


Amount of cooperative teamwork present	None	Relatively little	A moderate amount	Very substantial amount throughout the organization

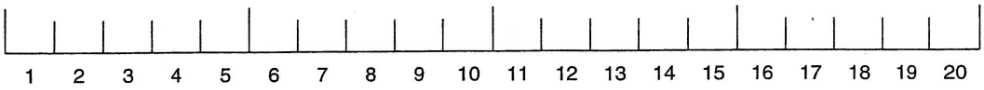


5. Character of decision-making process:

At what level in the organization are decisions formally made?	Bulk of decisions at top of organization	Policy at top: many descicions within prescribed framework made at lower levels	Broad policy and general decisions at top: more specific decisions at lower levels	Decision making widely done throughout organization, although well integrated through linking process provided by overlapping groups



To what extent are decision makers aware of problems, particularly those at lower levels in the organization?	Often unaware or only partially aware	Aware of some, unaware of others	Moderately aware of problems	Generally quite well aware of problems

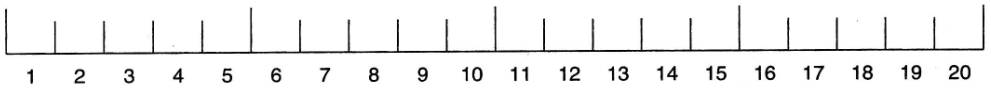


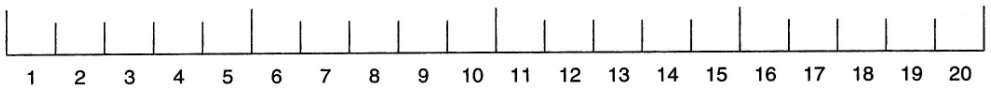
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EXERCISE 2.2 Management Systems Questionnaire (continued)

Organizational Variable	System I	System II	System III	System IV
Extent to which technical and professional knowledge is used in decision making	Used only if possessed at higher levels	Much of what is available in higher and middle level is used	Much of what is available in higher, middle, and lower levels is used	Most of what is available anywhere within the organization is used
To what extent are subordinates involved in decisions related to their work?	Not at all	Never involved in decisions: occasionally consulted	Usually consulted, but ordinarily not involved in the decision making	Involved fully in all decisions related to their work
Are decisions made at the best level in the organization so far as the motivational consequences are concerned (i.e., does the decision-making process help to create the necessary motivation in those persons who have to carry out the decisions)?	Decision making contributes little or nothing to the motivation to implement the decision: usually yields adverse motivation	Decision making contributes relatively little motivation	Some contribution by decision making to motivation to implement	Substantial contribution by decision-making process to motivation to implement

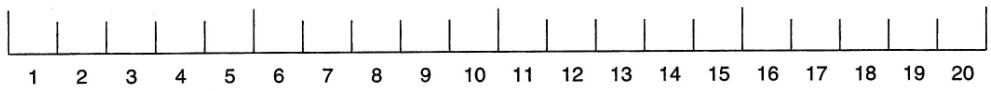


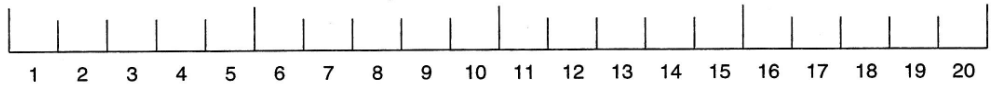




6. Character of goal setting or ordering:

Manner in which usually done	Orders issued	Orders issued: opportunity to comment may or may not exist	Goals are set or orders issued after discussion with subordinate(s) of problems and planned action	Except in emergencies, goals are usually established by means of group participation
Are there forces to accept, resist, or reject goals?	Goals are overtly accepted, but are covertly resisted strongly	Goals are overtly accepted, but often covertly resisted to at least a moderate degree	Goals are overtly accepted, but at times with some covert resistance	Goals are fully accepted both overtly and covertly





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EXERCISE 2.2 Management Systems Questionnaire (continued)

Organizational Variable	System I	System II	System III	System IV
7. Character of control process:				
Extent to which the review and control functions are concentrated	Highly concentrated in top management	Relatively highly concentrated, with some delegation control to middle and lower levels	Moderate downward delegation of review and control processes: lower as well as higher levels feel responsible	Quite widespread responsibility for review and control, with lower units at times imposing more rigorous review and tighter controls than top management
	1 2 3 4 5	6 7 8 9 10	11 12 13 14 15	16 17 18 19 20
Extent to which there is an informal organization present and supporting or opposing goals of organization	Informal organization present and opposing goals of formal organization	Informal organization usually present and partially resisting goals	Informal organization may be present and may either support or partially resist goals of formal organization	Informal and formal organization are one and the same: hence all social forces support efforts to achieve organization's goals
	1 2 3 4 5	6 7 8 9 10	11 12 13 14 15	16 17 18 19 20
Extent to which control data (i.e., accounting, productivity cost, etc.) are used for self-guidance or group problem solving by managers and nonsupervisory employees or used by superiors in a punitive, policing manner	Used for policing and in punitive manner	Used for policing coupled with reward and punishment, sometimes punitively: used somewhat for guidance, but in accord with orders	Largely used for policing, with emphasis usually on reward, but with some punishment: used for guidance in accord with orders: some use also for self-guidance	Used for self-guidance and for coordinated problem solving and guidance: not used punitively
	1 2 3 4 5	6 7 8 9 10	11 12 13 14 15	16 17 18 19 20

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Scoring

To determine your organization's score on the Management Systems Questionnaire, complete the following steps.

Step One

Calculate the average score for each of the seven key management systems areas:

1. Leadership processes: Total _____ divided by 3 = _____ average score
2. Motivational forces: Total _____ divided by 2 = _____ average score
3. Communication processes: Total _____ divided by 5 = _____ average score
4. Interaction processes: Total _____ divided by 2 = _____ average score
5. Decision-making processes: Total _____ divided by 5 = _____ average score
6. Goal setting: Total _____ divided by 2 = _____ average score
7. Control processes: Total _____ divided by 3 = _____ average score

Step Two

Enter the seven average scores on the Organizational Evaluation Chart, Figure 2.2. Connect these with straight line to show a pattern of strengths and areas for improvement. Figure 2.3 shows an example.

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FIGURE 2.2 Organizational Evaluation Chart

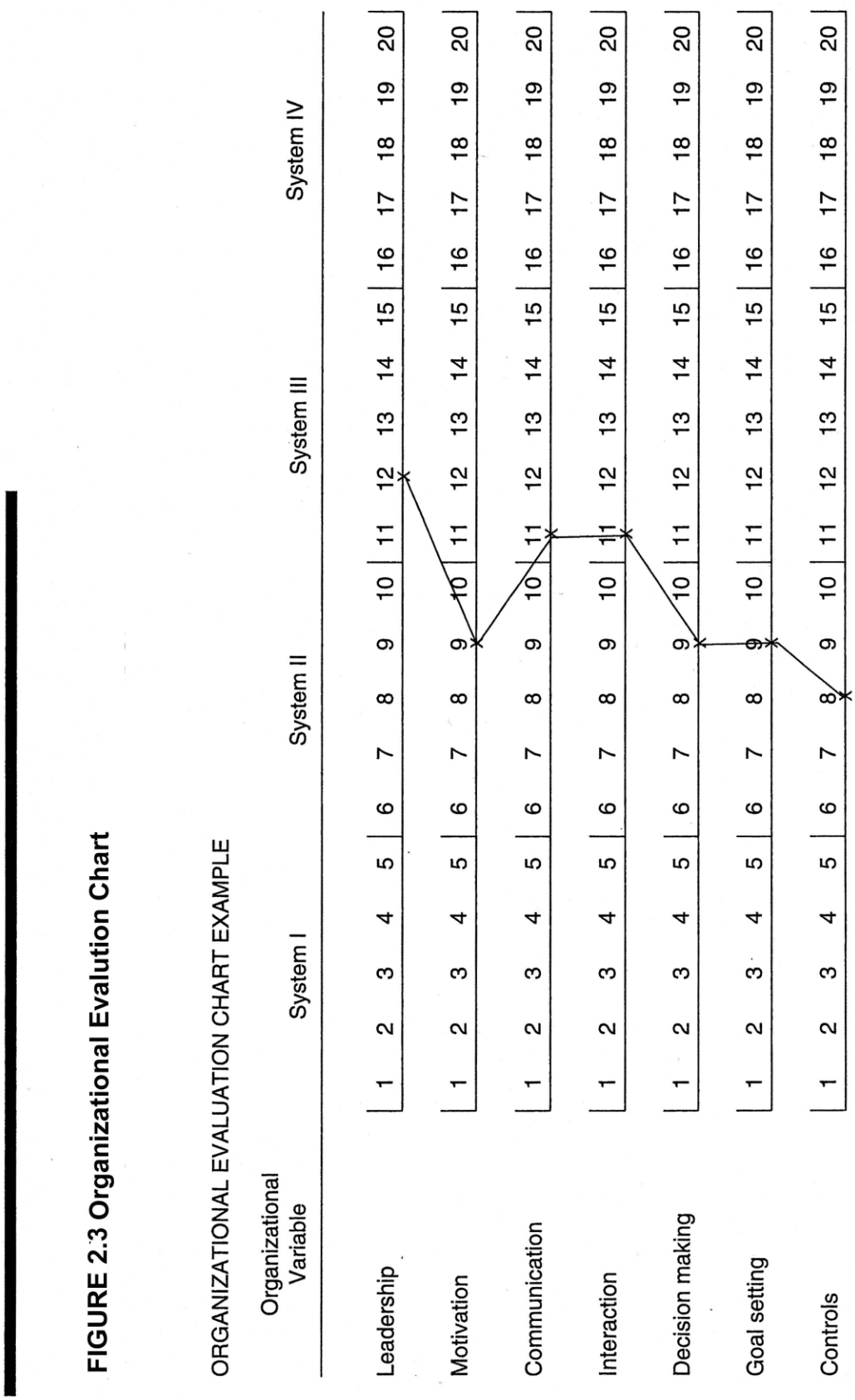
ORGANIZATIONAL EVALUATION CHART

Organizational Variable	System I					System II					System III					System IV				
Leadership	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Motivation	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Communication	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Interaction	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Decision making	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Goal setting	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Controls	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

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FIGURE 2.3 Organizational Evalution Chart



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Step Three

Total the average scores for the seven key areas. Then match the overall score with the corresponding management system and evaluation.

Overall Score	Management System	Evaluation
105-140	System IV	Enlightened; successful; best organizational climate
70-104	System III	Supportive; positive; good organizational climate
35-69	System II	Impoverished; needs work; unsatisfactory organizational climate
7-34	System I	Exploitive; failing; poor organizational climate

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EXERCISE 2.3 Organizational Norms Questionnaire

Introduction

Norms of behavior influence employee morale and productivity in every organization. Norms can be supportive or harmful to the organization. This questionnaire identifies norms of behavior in ten important categories:

1. organizational/personal pride;
2. performance/excellence;
3. teamwork/communication;
4. leadership/supervision;
5. profitability/cost effectiveness;
6. colleague/associate relations;
7. customer/client relations;
8. innovativeness/creativity;
9. training/development;
10. candor/openness.

Directions

You are asked to predict what most employees in your organization would think or do if another employee behaved in a particular manner. For example, the first item reads:

> If an employee in your organization were to criticize the organization and the people in it . . . most other employees would:

To complete this statement, choose one of the following alternatives:

A. strongly agree with or encourage it;

B. agree with or encourage it;

C. have or express no opinion;

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D. disagree with or discourage it;

E. strongly disagree with or discourage it.

Choose the alternative that you think would be the most common response of most employees, and place the corresponding letter in the blank space following each item. Complete all 42 statements in the same manner.

If an Employee in Your Organization Were to:	Most Other Employees Would:
1. Criticize the organization and the people in it . . .	_____
2. Try to improve things, even though the operation is running smoothly . . .	_____
3. Listen to others and try to get their opinions . . .	_____
4. Think of going to a supervisor with a problem . . .	_____
5. Look on himself or herself as being responsible for reducing costs . . .	_____
6. Take advantage of another employee . . .	_____
7. Keep a customer or client waiting in order to look after matters of personal convenience . . .	_____
8. Suggest a new idea or approach for doing things . . .	_____
9. Actively look for ways to expand his or her knowledge in order to be able to do a better job . . .	_____
10. Talk freely and openly about the organization and its problems . . .	_____
11. Show genuine concern for the problems that face the organization and make suggestions for solving them . . .	_____
12. Suggest that employees should do only enough to get by . . .	_____
13. Go out of his or her way to help other members of the work group . . .	_____
14. Look on the supervisor as a source of help and development . . .	_____

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15. Purposely misuse equipment or privileges . . . _____
16. Express concern for the well-being of other members of the organization . . . _____
17. Attempt to find new and better ways to serve the customer or client . . . _____
18. Attempt an experiment in order to do things better . . . _____
19. Show enthusiasm for going to an organization-sponsored training and development program . . . _____
20. Suggest confronting the boss about a mistake or something in the boss's style that is creating problems . . . _____
21. Look on the job as being merely a paycheck . . . _____
22. Say that there is no point in trying harder, as no one else does . . . _____
23. Work alone, rather than work with others to try to get things done . . . _____
24. Look on the supervisor as someone to talk with openly and freely . . . _____
25. Look on making a profit as someone else's problem . . . _____
26. Make an effort to get to know co-workers . . . _____
27. See the customer or client as a burden or obstruction to getting the job done . . . _____
28. Criticize another employee who is trying to improve things . . . _____
29. Mention that she or he is planning to attend a recently announced organization-sponsored training program . . . _____
30. Talk openly about problems facing the work group, including personalities or interpersonal problems . . . _____
31. Talk about work with satisfaction . . . _____
32. Set very high personal standards of performance . . . _____
33. Try to make the work group operate more as a team . . . _____

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34. Look on the supervisor as the one who sets the goals and standards of performance for the work group . . . _____

35. Evaluate expenditures in terms of the benefits they will provide for the organization . . . _____

36. Always try to treat the customer or client as well as possible . . . _____

37. Think of going to the boss with an idea or suggestion . . . _____

38. Go to the boss to talk about what training one should have in order to do a better job . . . _____

39. Be perfectly honest in answering this questionnaire . . . _____

40. Work harder than what is considered to be the normal pace . . . _____

41. Look after oneself before the other members of the work group . . . _____

42. Do his or her job even when the supervisor is not around . . . _____

Scoring

On the ten scales below, circle the value that corresponds to the response you gave for each item on the Organizational Norms Questionnaire. Total your scores for each of the ten categories, and follow the mathematical formulas. The results are your final percentage scores.

I. Organizational/Personal Pride

Item	Response				
	A	B	C	D	E
1	−2	−1	0	+1	+2
11	+2	+1	0	−1	−2
21	−2	−1	0	+1	+2
31	+2	+1	0	−1	−2

Total Score _____ ÷ 8 × 100 = _____ Final % Score

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II. Performance/Excellence

Item	Response				
	A	B	C	D	E
2	+2	+1	0	−1	−2
12	−2	−1	0	+1	+2
22	−2	−1	0	+1	+2
32	+2	+1	0	−1	−2
40	+2	+1	0	−1	−2

Total Score _____ ÷ 10 × 100 = _____ Final % Score

III. Teamwork/Communication

Item	Response				
	A	B	C	D	E
3	+2	+1	0	−1	−2
13	+2	+1	0	−1	−2
23	−2	−1	0	+1	+2
33	+2	+1	0	−1	−2
41	−2	−1	0	+1	+2

Total Score _____ ÷ 10 × 100 = _____ Final % Score

IV. Leadership/Supervision

Item	Response				
	A	B	C	D	E
4	+2	+1	0	−1	−2
14	+2	+1	0	−1	−2
24	+2	+1	0	−1	−2
34	+2	+1	0	−1	−2
42	+2	+1	0	−1	−2

Total Score _____ ÷ 10 × 100 = _____ Final % Score

V. Profitability/Cost Effectiveness

Item	Response				
	A	B	C	D	E
5	+2	+1	0	−1	−2
15	−2	−1	0	+1	+2
25	−2	−1	0	+1	+2
35	+2	+1	0	−1	−2

Total Score _____ ÷ 8 × 100 = _____ Final % Score

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VI. Colleague/Associate Relations

Item	Response				
	A	B	C	D	E
6	−2	−1	0	+1	+2
16	+2	+1	0	−1	−2
26	+2	+1	0	−1	−2

Total Score _____ ÷ 6 × 100 = _____ Final % Score

VII. Customer/Client Relations

Item	Response				
	A	B	C	D	E
7	−2	−1	0	+1	+2
17	+2	+1	0	−1	−2
27	−2	−1	0	+1	+2
36	+2	+1	0	−1	−2

Total Score _____ ÷ 8 × 100 = _____ Final % Score

VIII. Innovativeness/Creativity

Item	Response				
	A	B	C	D	E
8	+2	+1	0	−1	−2
18	+2	+1	0	−1	−2
28	−2	−1	0	+1	+2
37	+2	+1	0	−1	−2

Total Score _____ ÷ 8 × 100 = _____ Final % Score

IX. Training/Development

Item	Response				
	A	B	C	D	E
9	+2	+1	0	−1	−2
19	+2	+1	0	−1	−2
29	+2	+1	0	−1	−2
38	+2	+1	0	−1	−2

Total Score _____ ÷ 8 × 100 = _____ Final % Score

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X. Candor/Openness

Item	Response				
	A	B	C	D	E
10	+2	+1	0	−1	−2
20	+2	+1	0	−1	−2
30	+2	+1	0	−1	−2
39	+2	+1	0	−1	−2

Total Score _____ ÷ 8 × 100 = _____ Final % Score

Instructions

For each of the ten categories, enter your final percentage score from the score sheet, and then plot that percentage by placing an X on the following graph at the appropriate point. (Negative percentages are plotted to the left of the center line; positive percentages are plotted to the right.) Next, connect the X's you have plotted with straight lines. The result is a profile of organizational norms (see Figure 2.4).

Interpretation

The higher the percentage for each category on the Organizational Norms Questionnaire, the more effective the organization is and the more satisfied employees would be expected to be. The following is a description of each category:

I. *Organizational/personal pride.* High scores in this area represent a concern for the health of the organization, its vitality, and its success. The work itself is rewarding, and problems are looked on as challenges rather than as causes for apathy or defeat.

II. *Performance/excellence.* Favorable ratings in this area represent striving for personal and organizational excellence. High standards of performance are the norm.

III. *Teamwork/communication.* Organizations in which members share information and help one another usually experience high morale and productivity, while organizations with restricted communications and less cohesive groups typically experience failure.

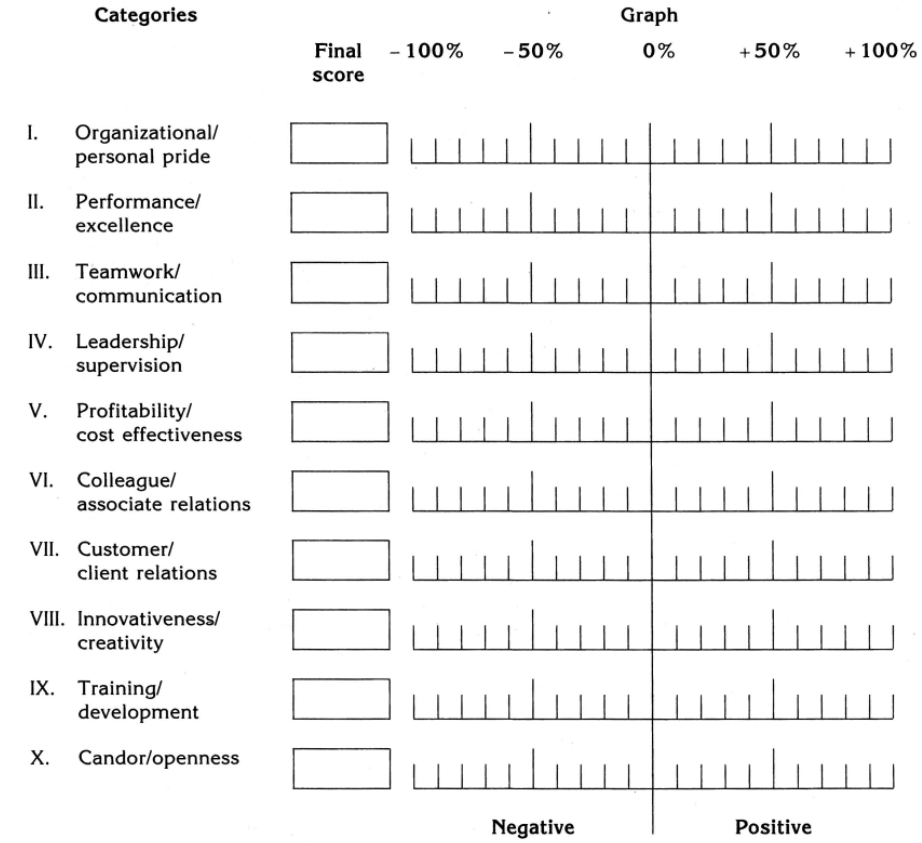
IV. *Leadership/supervision.* Leadership refers to technical skill, consideration of employee problems, and strength of character. Without effective leadership, a group or organization will not be successful.

V. *Profitability/cost effectiveness.* Employees must be aware of economic factors relating to organizational success. A lack of concern for company property and expenses often indicates poor morale.

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Figure 2.4 Profile of Organizational Norms



VI. *Colleague/associate relations.* People need social interaction and a sense of belonging. Unless conditions in the organization satisfy these needs, reduced commitment and poor job performance can result.

VII. *Customer/client relations.* The behavior of each representative of the organization reflects on the integrity and professionalism of the entire organization. A poor attitude or misconduct by one employee may result in a poor reputation for all employees.

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VIII. *Innovativeness/creativity*. Employees who exercise creativity show interest in their work. The distinction should be made between a grumpy complainer and an employee who is trying to develop better methods for the benefit of the organization.

IX. *Training/development*. Training and development for all levels and classifications of employees is important for organizational effectiveness and employee satisfaction. Training builds skills, relationships, and commitment.

X. *Candor/openness*. A high score in this area represents honest and free-flowing communications. Such openness is necessary if an organization is to accomplish its performance objectives as well as meet the social and psychological needs of its employees.

The Organizational Norms Questionnaire can be used for team building and organizational development. For team building, group profiles can be developed to diagnose problems and make improvements. For organizational development, a profile can be developed showing the overall strengths and weaknesses of the organization in the ten categories. This profile can be used as a basis for maintaining or improving overall effectiveness.

A useful exercise is for the leader to compare his or her self-evaluation on the *Leadership Physical* with the evaluation of colleagues. Points of agreement and disagreement can be explored, and actions can be taken to improve as needed.

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EXERCISE 2.4 MANAGEMENT EFFECTIVENESS AUDIT

MANAGEMENT EFFECTIVENESS AUDIT

Directions

Complete this questionnaire to evaluate the management processes – planning, organizing, leading, and controlling – as they are generally practiced in your organization. In rating each item, circle the number on the scale that represents your evaluation (1 through 5, with 5 representing the highest rating). Each item should be rated independently without looking back to previous ratings. When you are unable to rate an item, indicate why in the space provided under "Unable to Rate." When you have a comment or recommendation regarding an item, write this in the space provided under "Comments or Recommendations."

Planning

		Rating Scale						Unable to Rate (Explain Why)	Comments or Recommendations
1. Who participates in formulating plans for the organization?	Plans formed by few at the top	1	2	3	4	5	Broad participation in developing plans	_____	_____
2. Are plans clear and easy to understand?	Confusing, conflicting	1	2	3	4	5	Clear, exact	_____	_____
3. Are plans valued and shared by all responsible for their accomplishment?	Indifferent, little interest	1	2	3	4	5	Involvement, identification	_____	_____

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4. Are plans reasonable in light of available physical facilities, supplies, and equipment?	Not reasonable	1	2	3	4	5	Fully reasonable	_____
5. Are plans realistic in consideration of the number and training of employees?	Not realistic	1	2	3	4	5	Very realistic	_____
6. Are plans based on appropriate market or target-service group forecasting?	Not appropriate	1	2	3	4	5	Very appropriate	_____
7. Are policies formulated to serve as guidelines in accomplishment of plans?	No policy formation	1	2	3	4	5	Policies well defined	_____
8. Are operating procedures developed so that plans can be attained?	Poorly developed, inappropriate	1	2	3	4	5	Effective for implementation	_____
9. Are performance standards specified, including time limits, quantities, and qualities?	Standards indefinite, not defined	1	2	3	4	5	Performance standards determined	_____

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Organizing

		Rating Scale					Unable to Rate (Explain Why)	Comments or Recommendations
10. Are responsibilities divided among individuals and groups in such a way as to assure the most effective attainment of the organization's goals?	There are either overlaps or gaps in responsibilities	1	2	3	4	5	There are neither overlaps nor gaps in responsibilities	_____
11. Are communications open, accurate, and timely between individuals and work groups?	Lacking, insincere	1	2	3	4	5	Open, authentic	_____
12. Do employees trust each other?	Everyone for themselves	1	2	3	4	5	Genuine teamwork	_____
13. Do employees respect each other?	Serious lack of respect	1	2	3	4	5	High respect	_____
14. Is either consideration of people's feelings or doing a job according to procedures overemphasized?	Overemphasis of one or the other harms morale and productivity	1	2	3	4	5	There is a balance between consideration of people's feelings and managing according to plans and procedures	_____

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Directing

		Rating Scale						Unable to Rate (Explain Why)	Comments or Recommendations
15. Are subordinates expected to respect leaders, even when actions do not merit respect?	Respect demanded, even when not earned	1	2	3	4	5	Respect expected only when earned	_____	_____
16. Are subordinates free to work at their own pace and style as long as the job is accomplished?	No room for creativity; conforming behavior required	1	2	3	4	5	Individualized approach to work; respect for differences	_____	_____
17. Do leaders give subordinates approval and praise for work, thus reinforcing performance?	Approval or praise never occurs	1	2	3	4	5	Approval and praise are common	_____	_____
18. Do leaders keep subordinates informed on a regular basis?	Followers not kept up to date on plans or activities	1	2	3	4	5	Every effort made by leaders to keep followers up to date on what is happening	_____	_____

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		Rating Scale						Unable to Rate (Explain Why)	Comments or Recommendations
19. Is competition between individuals and work groups encouraged to such an extent that cooperation suffers?	Competition weakens cooperation between members	1	2	3	4	5	Cooperation is emphasized and competition is used where appropriate	_____	_____
20. How free do subordinates feel to talk with leaders?	Reluctant; poor communications	1	2	3	4	5	Fully free to talk with leaders	_____	_____
21. Are employees' ideas sought, given full consideration, and used if worthy?	Leaders disregard employees' ideas	1	2	3	4	5	Leaders value employees' ideas	_____	_____
22. How much cooperation exists between followers and leaders?	Cooperation is nonexistent	1	2	3	4	5	Strong spirit of teamwork exists between leaders and followers	_____	_____
23. How concerned are leaders with problems faced by subordinates?	Leaders are not concerned with employees' problems	1	2	3	4	5	Leaders are genuinely concerned with employees' problems	_____	_____
24. How tolerant are leaders toward different types of subordinates?	Restrictive; pressure for conformity	1	2	3	4	5	Free; respect for differences	_____	_____

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Controlling

		Rating Scale						Unable to Rate (Explain Why)	Comments or Recommendations
25. Are there workable procedures for evaluating performance?	No workable procedures	1	2	3	4	5	Very workable procedures	_____	_____
26. Is control emphasized to such an extent that personal initiative is discouraged?	Control is over-emphasized, discouraging personal initiative	1	2	3	4	5	Controls are constructively used; no detraction from personal initiative	_____	_____
27. Are corrective actions implemented when performance does not meet standards?	Corrective actions are not implemented appropriately	1	2	3	4	5	Corrective actions are implemented appropriately	_____	_____
28. What are reporting, comparing, and corrective procedures used for?	Policing and punishment	1	2	3	4	5	Guidance and problem solving	_____	_____

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Scoring and Interpretation

Total the scores received for each section of the Management Effectiveness Audit, and follow the formula below. The result is the percentage of managerial effectiveness for your organization.

Planning

Total Score _____ ÷ 45 x 100 = _____ % Effectiveness

Organizing

Total Score _____ ÷ 25 x 100 = _____ % Effectiveness

Directing (Leadership)

Total Score _____ ÷ 50 x 100 = _____ % Effectiveness

Controlling

Total Score _____ ÷ 20 x 100 = _____ % Effectiveness

The higher the percentage of effectiveness in all four management processes, the greater the success the organization can expect to experience during each phased of development—creativity, direction, delegation, co-ordination, and collaboration. Effective management practices attract and keep the best employees, and this results in the best quality of work and the best quality of work life.

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Φ APPLICATION
Agreement On Direction – Planning Guide

Directions

Use the following worksheets to review the past, evaluate the present, and plan the future of an organization or group.

Yesterday – Individual, Community, and Societal Influences

Pre-1990 Forces and Impactors – People and Events		
Individual	Company/Organization	Industry/Profession/ Society
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1990's Forces and Impactors – People and Events		
Individual	Company/Organization	Industry/Profession/ Society
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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2000 to Present Forces and Impactors – People and Events		
Individual	Company/Organization	Industry/Profession/ Society
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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Prouds and Sorries

Today
Company/Organization

Organizational Elements	Prouds	Sorries
People		
Products		
Policies		
Processes		
Practices		
etc.		

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Planning Guide

A vision without a task is a dream,
A task without a vision is drudgery,
A vision with a task is the hope of the world.

Church window in Sussex, England, c. 1730

Central Purpose or Mission
(Reason for Existence)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

A vision is:
- Leader initiated
- Shared and supported by members
- Comprehensive and detailed
- Positive and inspiring

– Vision –

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Planning Guide (continued)

Broad Goals to Achieve the Mission
(Enduring Intentions to Act)

1. _____
2. _____
3. _____
4. _____
5. _____

– Vision –

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Planning Guide (continued)

Core Values
(To Measure the Rightness and Wrongness of Policies and Action)

- _____
- _____
- _____

– Vision –

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Planning Guide (continued)

Stakeholders and Benefits
(What It Will Mean to Achieve the Vision)

Customers/Clients:

- _____
- _____
- _____
- _____

Employees/Members:

- _____
- _____
- _____
- _____

Owners/Managers:

- _____
- _____
- _____
- _____

Society:

- _____
- _____
- _____
- _____

Others:

- _____
- _____
- _____
- _____

- Vision -

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Planning Guide (continued)

SWOT Analysis
(Environmental Scan)

Strengths:

- _____
  _____
  _____
  _____
  _____
  _____

Weaknesses:

- _____
  _____
  _____
  _____
  _____
  _____

Opportunities:

- _____
  _____
  _____
  _____
  _____
  _____
  _____

Threats:

- _____
  _____
  _____
  _____
  _____
  _____

– Strategic Planning –

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Planning Guide (continued)

Strategic Initiatives (strategic, measureable, realistic, timely (SMART) obectives)

Short – term:

- _____
- _____
- _____
- _____

Intermediate:

- _____
- _____
- _____
- _____

Long – term:

- _____
- _____
- _____
- _____

– Strategic Planning –

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Planning Guide (continued)

CRITICAL SUCCESS FACTORS **(What Great Performance Looks Like)**
1)
2)
3)
4)
5)
6)

– Strategic Planning –

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Planning Guide (continued)

PLAYERS

Adversaries	Allies
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

– Strategic Planning –

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Planning Guide (continued)

Specific Assignments (Projects and Activities)		
Individual or Unit A	Current	New
Individual or Unit B	Current	New
Individual or Unit C	Current	New
Individual or Unit D	Current	New
Individual or Unit E	Current	New
Individual or Unit F	Current	New

– Tactical Planning –

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Φ APPLICATION

The Importance of Vision

Consider the Credo of Johnson & Johnson

We believe out first responsibility is to the doctors, nurses, and patients, to mothers and fathers and all others who use our products and services. In meeting their needs everything we do must be high quality. We must constantly strive to reduce our costs in order to maintain reasonable prices. Customers' orders must be serviced promptly and accurately. Our suppliers and distributors must have an opportunity to make a fair profit.

We are responsible to our employees, the men and women who work with us throughout the world. Everyone must be considered as an individual. We must respect their dignity and recognize their merit. They must have a sense of security on their jobs. Compensation must be fair and adequate, and working conditions clean, orderly and safe. We must be mindful of ways to help our employees fulfill their family responsibilities. Employees must feel free to make suggestions and complaints. There must be equal opportunity for employment, development and advancement for those qualified. We must provide competent management, and their actions must be just and ethical.

We are responsible to the communities in which we live and work and to the world community as well. We must be good citizens -- support good works and charities and bear our fair share of taxes. We must encourage civic improvements and better health and education. We must maintain in good order the property we are privileged to use, protecting the environment and natural resources.

Our final responsibility is to our stockholders. Business must make a sound profit. We must experiment with new ideas. Research must be carried on, innovative programs developed and mistakes paid for. New equipment must be purchased, new facilities provided and new products launched. Reserves must be created to provide for adverse times. When we operate according to these principles, the stockholders should realize a fair return.

Assignment: Discuss the importance of having a vision for organization success, and use true-life examples to support these views.

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Φ APPLICATION

What Makes A Good Business Plan

Prepare a business plan, approximately 5 pages, including:

1. An executive summary (3 or 4 paragraphs)

   - Description of the company/organization – what it is, it's size, it's growth (future plan)
   - Current stage of development – 2 or 3 strengths, 1 or 2 accomplishments
   - Makeup and status of senior management team – number, experience, chart

2. A marketing section (3 or 4 paragraphs)

   - Information on the industry the company/organization is competing in – trends, profit potential
   - Marketing plan – customer/client profile; market needs; geographic analysis of market
   - Analysis of how and why the company/organization's marketing efforts are different from competitors', especially unique strengths

3. A products and services section (3 or 4 paragraphs)

   - Description of product or service and where it is in life cycle (new or mature)
   - Future product research and development efforts
   - The status of copyright or patent applications

4. A manufacturing/production and distribution section (3 or 4 paragraphs)

   - Description of the logistics of manufacturing/production process
   - Current manufacturing/production capacity and percentage of use
   - Description of the distribution system

5. A financial information section (3 or 4 paragraphs)

   - financial statements for current year and three previous years, if applicable (Appendix)
   - Financial projections for the next three to five years (including basis assumptions for sales, cost of sales, cash flow, balance sheets and key statistics such as current ratios, debt/equity ratio, and inventory turnovers)
   - Listing of current lawsuits filed by or against the company/organization

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A good business plan is readable, interesting, complete, and to the point (approximately 5 pages, plus appropriate appendices). Appendices can include division/department action plans, financial and other supporting data, time line of projected goals and activities.

Activity: Prepare a business plan for a company/organization.

DISCUSSION QUESTIONS AND ACTIVITIES

To personalize the subject of *the power of vision*, ask your students to consider questions such as these:

1. Discuss the power of vision as it relates to leadership effectiveness.

2. How does Martin Luther King, Jr. evoke his vision of what could and should be in his famous "I Have a Dream" speech? Has our American society achieved this ideal dream?

3. What forces—people and events—have influenced current attitudes toward leadership in the American workplace?

4. Describe the psychological climate of your organization. Discuss current strengths and weaknesses.

5. What role does leadership play in determining the climate in your organization? Give examples of leaders and their influence.

6. Consider the folklore of your organization. What stories are told about people and events? Are these positive or negative? What does this suggest about the organizational climate?

7. Gather into groups to discuss organizational climate? Who has experienced an exploitive or impoverished climate? Who has experienced a supportive or enlightened climate? What should organizations do to develop a healthy climate—reward systems, organizational clarity, standards of performance, warmth and support, leadership practices, etc.? Be specific.

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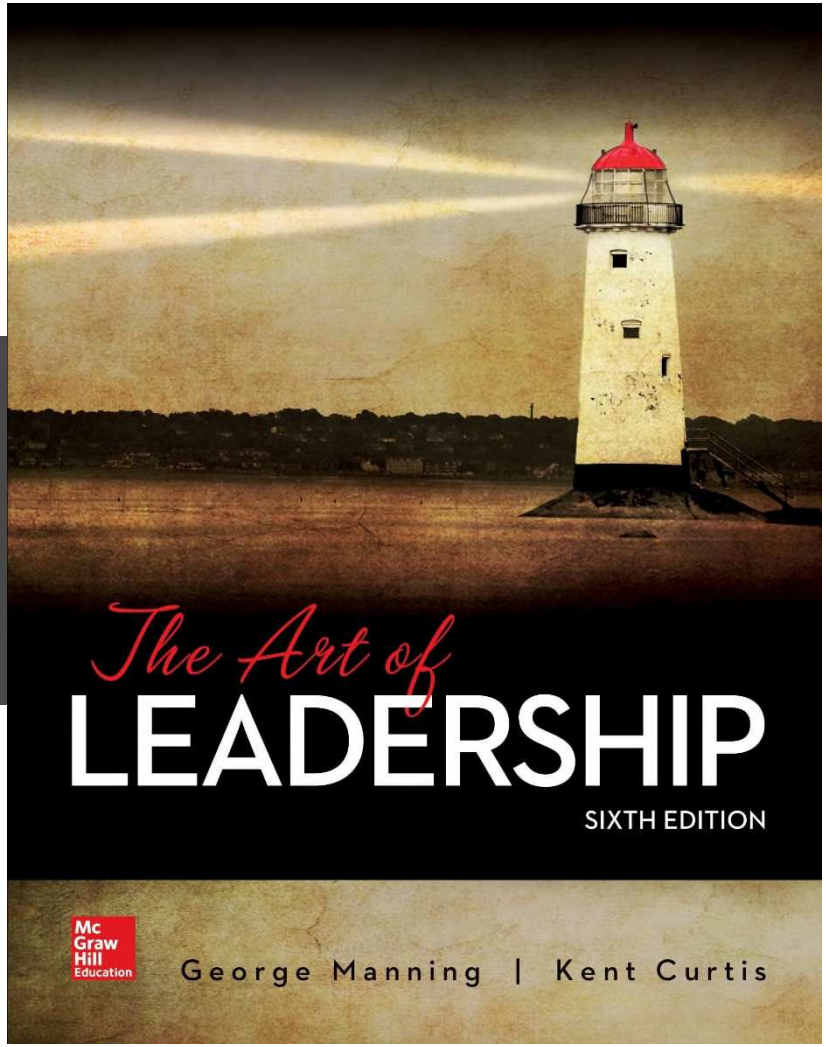
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8. Consider examples of organizational success stories in the private, public and non-profit sectors. What influence does organizational climate have on the success of these organizations?

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Chapter 2
The Leadership Equation



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Learning Objectives

- Describe the variables that determine leadership effectiveness
- Understand trait and behavior theories of leadership

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The Leadership Equation

Early studies of leadership were based on the following theories:

- **Trait theory**: Focuses on qualities of the leader
- **Behavior theory**: Focuses on leadership actions

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Leadership Trait Theory, 1

Assumes that distinctive physical and psychological characteristics account for leadership effectiveness

Important traits

- Basic **intelligence**
- Clear and strong **values**
- High level of personal **energy**

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Leadership Trait Theory, 2

Ghiselli's traits for effective leadership

- Need for achievement
- Intelligence
- Decisiveness
- Self-confidence
- Initiative
- Supervisory ability

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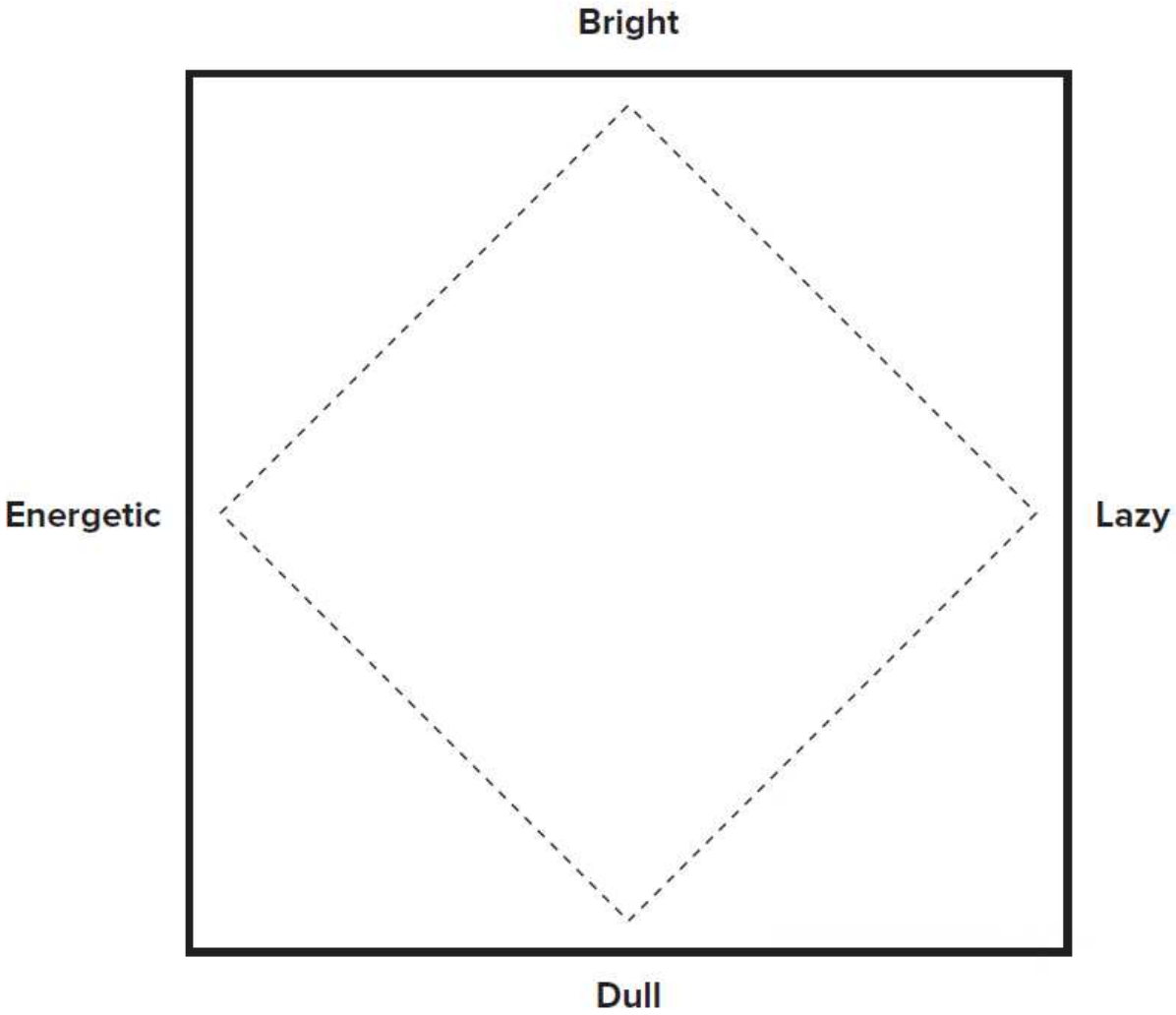
Trait Theory Applied

Paul Von Hindenburg

- Second president of post-World War I Germany
- Used the trait theory for selecting and developing leaders
- Identified the primary qualities that determine leadership ability
  - Intelligence: Bright versus dull
  - Vitality: Energetic versus lazy

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Figure 2.1: Dimensions of Leadership



Jump to Figure 2.1: Dimensions of Leadership, Appendix

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Leadership Behavior Theory

In the 1930s, emphasis on behaviorism in psychology moved researchers in the direction of the study of leadership behavior versus leadership traits

Kurt Lewin trained assistants in behaviors indicative of three leadership styles

- **Autocratic**: Characterized by tight control of group activities and decisions made by the leader
- **Democratic**: Emphasized group participation and majority rule
- **Laissez-faire**: Involved low levels of any kind of activity by the leader

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Ohio State University Studies on Leadership

Ralph Stogdill and others developed the Leader Behavior Description Questionnaire or L B D Q

- Respondents to the questionnaire described leaders' behaviors in two dimensions
  - **Initiating structure**: Extent to which leaders take action to define the relationship between themselves and their staff
  - **Consideration**: Extent to which leaders take action to develop trust, respect, support, and friendship with subordinates

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University of Michigan Studies on Leadership

Studies conducted under the direction of Rensis Likert

Impact of leaders' behaviors related to worker motivation and group performance were studied

Dimensions of leadership behavior that were identified

- Job-centered: Same as initiating structure
- Employee-centered: Same as showing consideration

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Robert Blake and Jane Mouton's Managerial Grid, 1

- Reflects the Ohio and Michigan dimensions of initiating structure and showing consideration
- Identifies the ideal leader as having a high concern for both production and people

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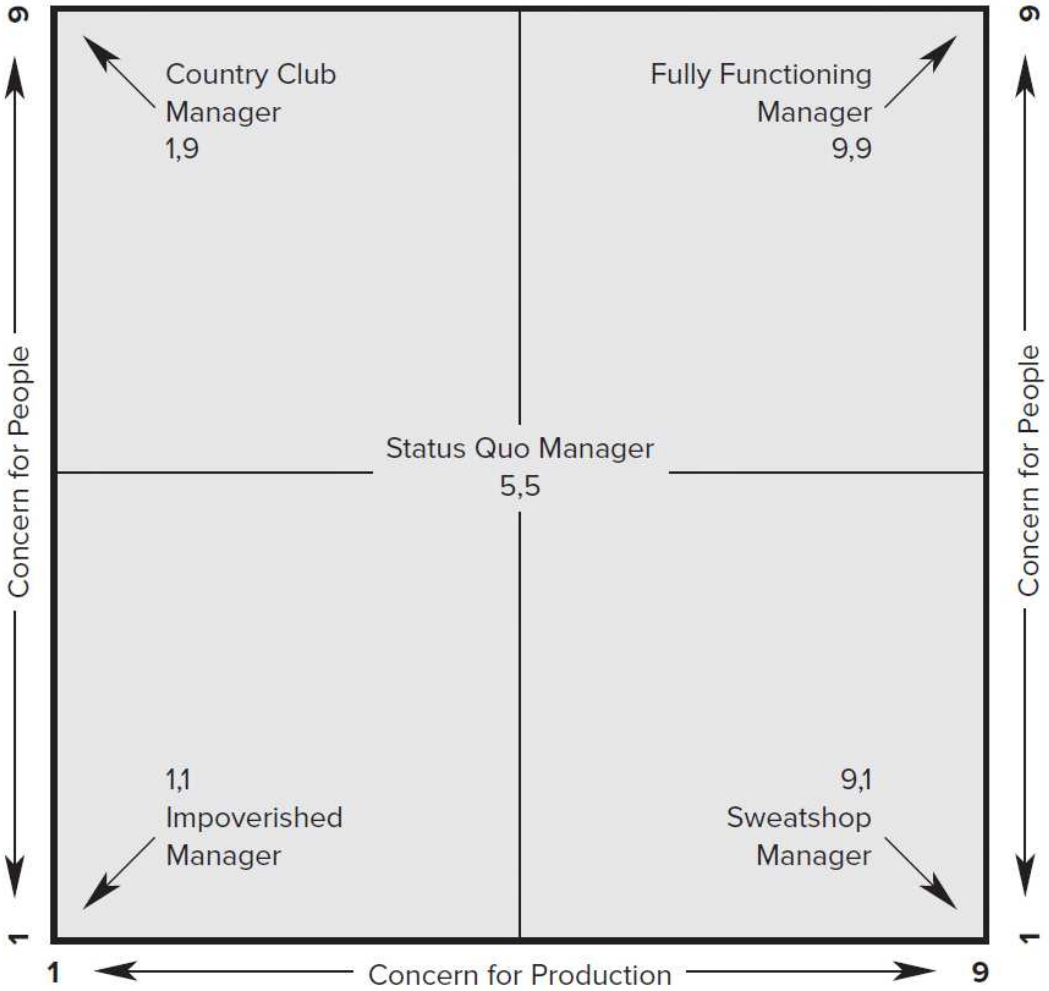
Robert Blake and Jane Mouton's Managerial Grid, 2

Major styles in managers

- Impoverished: Low concern for production and people
- Sweatshop: High concern for production but low concern for people
- Country club: High concern for people and low concern for task accomplishment
- Status quo: Medium concern for both production and people
- Fully functioning: High concern for both production and people

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Figure 2.2: The Managerial Grid



Jump to Figure 2.2: The Managerial Grid, Appendix

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Robert Blake and Jane Mouton's Managerial Grid, 3

Additional styles

- **Paternalistic**
  - High concern for production combined with use of rewards in exchange for compliance and loyalty
- **Opportunistic**
  - Promotion of manager's own advancement

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Behavior Theory Applied

Margot Morrell documented Ernest Shackleton's Endurance expedition and identified behaviors of successful leaders

- Leading by example
- Communicating a vision
- Keeping up morale
- Maintaining a positive attitude

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Leadership Contingency Theory, 1

Holds that the most appropriate leadership qualities and actions vary from situation to situation

States that leadership effectiveness depends on:

- Leader
- Follower
- Situational factors

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Leadership Contingency Theory, 2

Leaders in different situations need different interests, values, and skills

- Leaders in a bank differ from the ones on a farm
- Experienced versus new followers have different needs
- Situational factors include the job being performed, the culture of the workplace, and the urgency of the task

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Leadership Contingency Theory, 3

Leadership results when the ideas and deeds of the leader match the needs and expectations of the follower in a particular situation

- Examples include General George Patton, Nelson Mandela, and Adolf Hitler

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Transformational Leadership, 1

Charisma: Extraordinary ability to inspire others and bring forth loyalty

Max Weber's definition of charisma

- Certain quality that causes one to be set apart from ordinary people and to be treated as endowed with exceptional powers or qualities

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Transformational Leadership, 2

Charisma is a gift or power of leadership

Charismatic leaders exhibit a combination of personal characteristics and types of behavior

- Dominant
- Ambitious
- Self-confident
- Strong sense of purpose

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Transformational Leadership, 3

Charismatic leaders demonstrate specific types of behaviors

- Role models for the beliefs and values they want their followers to adopt
- Demonstrate ability that elicits the respect of followers
- Have ideological goals with moral overtones
- Communicate high expectations and show confidence in their ability to meet those expectations
- Ignite the motives of followers to take action

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Transformational Leadership, 4

Football coach **Vince Lombardi** generated respect and following of others through charisma by:

- Caring
- Working hard
- Knowing the right answers
- Believing
- Keeping the bar high
- Knowing people

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Transformational Leadership, 5

Use of optimism, charm, intelligence, and other personal qualities to raise aspirations and transform individuals and organizations into new levels of high performance

First discussed by J. V. Downton

James MacGregor Burns distinguished two kinds of leadership

- Transformational leadership
- Transactional leadership

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Transformational versus Transactional, 1

Transformational leaders

- Focus on the potential relationship between the leader and the followers
- Engage the full person of the follower
- Tap the motives of the followers

Transactional leaders

- Focus on exchanges between leaders and followers
- Emphasize exchanging one thing for another

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Transformational versus Transactional, 2

Research shows that transformational leadership has a positive effect on performance

- Transformational leadership can occur at all levels of an organization
- Transformational leaders can emerge in both formal and informal roles

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APPENDICES

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Figure 2.1: Dimensions of Leadership, Appendix

The figure shows a square. Within the square is a diamond-shaped figure, which is drawn using dotted lines. The diamond is positioned in such a way that each point of the diamond is almost touching the center of each side of the square. Outside the square, on each side, each point of the diamond is labeled. In a clockwise direction, the first label is bright, the second is lazy, the third is dull, and the fourth is energetic.

Jump back to Figure 2.1: Dimensions of Leadership

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Figure 2.2: The Managerial Grid, Appendix

The figure shows a square. Outside the square, all corners are numbered and the left, right, and the bottom of the square are labeled. The bottom of the square is labeled concern for production. Arrows point in opposite directions on either side of the label, depicting a continuum. The left end of the continuum is labeled 1, and the right end of the continuum is labeled 9. The left side of the square is labeled concern for people. Arrows point in opposite directions on either side of the label, depicting a continuum. The bottom of the continuum is labeled 1, and the top end of the continuum is labeled 9. The right side of the square is also labeled concern for people. Arrows point in opposite directions on either side of the label, depicting a continuum. The bottom of the continuum is labeled 1, and the top end of the continuum is labeled 9. The square is divided into four quadrants by lines that do not meet at the center. At the center, there is a label that reads status quo manager. Below this label is a description that reads 5,5. Each quadrant within the square is labeled. The bottom-left quadrant contains a label that reads impoverished manager. Above this label is a description that reads 1,1. An arrow points from this label to the bottom-left corner of the square. The top-left quadrant contains a label that reads country club manager. Below this label is a description that reads 1,9. An arrow points from this label to the top-left corner of the square. The top-right quadrant contains a label that reads fully functioning manager. Below this label is a description that reads 9,9. An arrow points from this label to the top-right corner of the square. The bottom-right quadrant contains a label that reads sweatshop manager. Above this label is a description that reads 9,1. An arrow points from this label to the bottom-right corner end of the square.

Jump back to Figure 2.2: The Managerial Grid

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