

Richard L. Hughes Robert C. Ginnett Gordy J. Curphy



LEADERSHIP

Enhancing the Lessons of Experience

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Eighth Edition

Leadership

Enhancing the Lessons of Experience

Eighth Edition

**Richard L. Hughes
Robert C. Ginnett
Gordon J. Curphy**





LEADERSHIP: ENHANCING THE LESSONS OF EXPERIENCE, EIGHTH EDITION

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Foreword

The first edition of this popular, widely used textbook was published in 1993, and the authors have continually upgraded it with each new edition including this one.

In a sense, no new foreword is needed; many principles of leadership are timeless. For example, references to Shakespeare and Machiavelli need no updating. However, the authors have refreshed examples and anecdotes, and they have kept up with the contemporary research and writing of leadership experts. Unfortunately, many of the reasons why leaders fail have also proved timeless. Flawed strategies, indecisiveness, arrogance, the naked pursuit of power, inept followers, the inability to build teams, and societal changes have resulted in corrupt governments, lost wars, failed businesses, and the death of over 167 million people in the 20th century. Many of these characteristics underlie the repressive regimes in Russia, China, Cuba, Venezuela, North Korea, and many of the Central Republics; the shortcomings of the U.S. public education system; sexual harassment in the U.S. military; the phone hacking scandal in the United Kingdom; the financial crisis in Europe; and the civil war in Syria. These occurrences remind us that leadership can be used for selfless or selfish reasons, and it is up to those in charge to decide why they choose to lead.

Such examples keep this book fresh and relevant; but the earlier foreword, reprinted here, still captures the tone, spirit, and achievements of these authors' work:

Often the only difference between chaos and a smoothly functioning operation is leadership; this book is about that difference.

The authors are psychologists; therefore the book has a distinctly psychological tone. You, as a reader, are going to be asked to think about leadership the way psychologists do. There is much here about psychological tests and surveys, about studies done in psychological laboratories, and about psychological analyses of good (and poor) leadership. You will often run across common psychological concepts in these pages, such as personality, values, attitudes, perceptions, and self-esteem, plus some not-so-common "jargon-y" phrases like double-loop learning, expectancy theory, and perceived inequity. This is not the same kind of book that would be written by coaches, sales managers, economists, political scientists, or generals.

Be not dismayed. Because these authors are also teachers with a good eye and ear for what students find interesting, they write clearly and cleanly, and they have also included a host of entertaining, stimulating snapshots of leadership: cartoons, quotes, anecdotal Highlights, and personal glimpses from a wide range of intriguing people, each offered as an illustration of some scholarly point.

Also, because the authors are, or have been at one time or another, together or singly, not only psychologists and teachers but also children, students, Boy Scouts, parents, professors (at the U.S. Air Force Academy), Air Force officers, pilots, church members, athletes, administrators, insatiable readers, and convivial raconteurs, their stories and examples are drawn from a wide range of personal sources, and their anecdotes ring true.

As psychologists and scholars, they have reviewed here a wide range of psychological studies, other scientific inquiries, personal reflections of leaders, and philosophic writings on the topic of leadership. In distilling this material, they have drawn many practical conclusions useful for current and potential leaders. There are suggestions here for goal setting, for running meetings, for negotiating, for managing conflict within groups, and for handling your own personal stress, to mention just a few.

All leaders, no matter what their age and station, can find some useful tips here, ranging over subjects such as body language, keeping a journal, and how to relax under tension.

In several ways the authors have tried to help you, the reader, feel what it would be like “to be in charge.” For example, they have posed quandaries such as the following: You are in a leadership position with a budget provided by an outside funding source. You believe strongly in, say, Topic A, and have taken a strong, visible public stance on that topic. The head of your funding source takes you aside and says, “We disagree with your stance on Topic A. Please tone down your public statements, or we will have to take another look at your budget for next year.”

What would you do? Quit? Speak up and lose your budget? Tone down your public statements and feel dishonest? There’s no easy answer, and it’s not an unusual situation for a leader to be in. Sooner or later, all leaders have to confront just how much outside interference they will tolerate in order to be able to carry out programs they believe in.

The authors emphasize the value of experience in leadership development, a conclusion I thoroughly agree with. Virtually every leader who makes it to the top of whatever pyramid he or she happens to be climbing does so by building on earlier experiences. The successful leaders are those who learn from these earlier experiences, by reflecting on and analyzing them to help solve larger future challenges. In this vein, let me make a suggestion. Actually, let me assign you some homework. (I know, I know, this is a peculiar approach in a book foreword; but stay with me—I have a point.)

Your Assignment: To gain some useful leadership experience, persuade eight people to do some notable activity together for at least two hours that they would not otherwise do without your intervention. Your only restriction is that you cannot tell them why you are doing this.

It can be any eight people: friends, family, teammates, club members, neighbors, students, working colleagues. It can be any activity, except that it should be something more substantial than watching television, eating, going to a movie, or just sitting around talking. It could be a

roller-skating party, an organized debate, a songfest, a long hike, a visit to a museum, or volunteer work such as picking up litter or visiting a nursing home. If you will take it upon yourself to make something happen in the world that would not have otherwise happened without you, you will be engaging in an act of leadership with all of its attendant barriers, burdens, and pleasures, and you will quickly learn the relevance of many of the topics that the authors discuss in this book. If you try the eight-person-two-hour experience first and read this book later, you will have a much better understanding of how complicated an act of leadership can be. You will learn about the difficulties of developing a vision (“Now that we are together, what are we going to do?”), of motivating others, of setting agendas and timetables, of securing resources, of the need for follow-through. You may even learn about “loneliness at the top.” However, if you are successful, you will also experience the thrill that comes from successful leadership. One person *can* make a difference by enriching the lives of others, if only for a few hours. And for all of the frustrations and complexities of leadership, the tingling satisfaction that comes from success can become almost addictive. The capacity for making things happen can become its own motivation. With an early success, even if it is only with eight people for two hours, you may well be on your way to a leadership future.

The authors believe that leadership development involves reflecting on one’s own experiences. Reading this book in the context of your own leadership experience can aid in that process. Their book is comprehensive, scholarly, stimulating, entertaining, and relevant for anyone who wishes to better understand the dynamics of leadership, and to improve her or his own personal performance.

David P. Campbell

Preface

Perhaps by the time they are fortunate enough to have completed seven editions of a textbook, it is a bit natural for authors to believe something like, “Well, *now* we’ve got it just about right . . . there couldn’t be too many changes for the next edition” (that is, *this* one). Of course, there *are* changes because this is a new edition. Some of the changes are rather general and pervasive in nature while others represent targeted changes in specific chapters of an otherwise successful text. The more general and pervasive changes are those things one would expect to find in the new edition of any textbook: the inclusion of recent research findings across all chapters as well as extensive rework in the vast majority of chapters of the very popular Highlights. The latter work involved the addition of numerous new Highlights as well as the elimination of those that had become dated and/or less central to their respective chapter material. A few examples of the new Highlights include leadership lessons learned by a recent college graduate’s internship in India combating human slavery and bondage; an examination of the nature of power by contrasting American football and judo; illustrations of how “con men” work to influence others to the former’s ulterior purposes; and the complex nature of leadership of the search and recovery efforts for Hurricane Katrina.

We also made targeted revisions to the nature of content in two chapters. One of those is Chapter 4, Power and Influence. While power remains a critical aspect of leadership and continues to be a key emphasis of this chapter, we also believe that greater attention needs to be paid to the nature and role of influence. Changes to Chapter 4 reflect this greater emphasis on influence processes.

The most extensive revisions were made to Chapter 5. New material (not just updated references) has been added, and the chapter has been reorganized to underscore growing scholarly and practical interest in the role of character in leadership. For example, we address in some detail Hannah and Avolio’s recent work on the concept of moral potency. We also note recent research by many other scholars, all of whom note the rather remarkable fact that it has only been very recently that the concept of character has been a focus of scholarly leadership research at all. In addition, we’ve shifted our framework for examining moral reasoning from Kohlberg’s stages of moral development to Joshua Greene’s dual process theory of moral judgment. The chapter’s new name—Values, Ethics, and Character—reflects the chapter’s new orientation.

As always, we are indebted to the superb editorial staff at McGraw-Hill/Irwin including Andrea Heirendt, developmental editor; Heather Ervolino, content project manager; Misbah, full service project manager at MPS; and Lori Bradshaw, freelance development editor. They all have

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Once again we dedicate this book to the leaders of the past from whom we have learned, the leaders of today whose behaviors and actions shape our ever-changing world, and the leaders of tomorrow who we hope will benefit from the lessons in this book as they face the challenges of change and globalization in an increasingly interconnected world.

Richard L. Hughes
Robert C. Ginnett
Gordon J. Curphy

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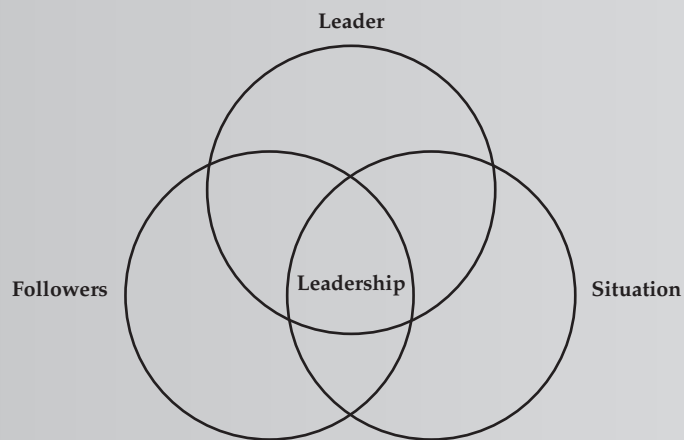
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Leadership Is a Process, Not a Position

Part

1



If any single idea is central to this book, it is that leadership is a process, not a position. The entire first part of this book explores that idea. One is not a leader—except perhaps in name only—merely because one holds a title or position. Leadership involves something happening as a result of the interaction between a leader and followers.

In Chapter 1 we define leadership and explore its relationship to concepts such as management and followership, and we also introduce the interactional framework. The interactional framework is based on the idea that leadership involves complex interactions between the leader, the followers, and the situations they are in. That framework provides the organizing principle for the rest of the book. Chapter 2 looks at how we can become better leaders by profiting more fully from our experiences, which is not to say that either the study or the practice of leadership is simple. Part 1 concludes with a chapter focusing on basic leadership skills. There also will be a corresponding skills chapter at the conclusion of each of the other three parts in this book.

Chapter 1

What Do We Mean by Leadership?

Introduction

In the spring of 1972, an airplane flew across the Andes mountains carrying its crew and 40 passengers. Most of the passengers were members of an amateur Uruguayan rugby team en route to a game in Chile. The plane never arrived. It crashed in snow-covered mountains, breaking into several pieces on impact. The main part of the fuselage slid like a toboggan down a steep valley, coming to rest in waist-deep snow. Although a number of people died immediately or within a day of the impact, the picture for the 28 survivors was not much better. The fuselage offered little protection from the extreme cold, food supplies were scant, and a number of passengers had serious injuries from the crash. Over the next few days, several surviving passengers became psychotic and several others died from their injuries. The passengers who were relatively uninjured set out to do what they could to improve their chances of survival.

Several worked on “weatherproofing” the wreckage; others found ways to get water; and those with medical training took care of the injured. Although shaken by the crash, the survivors initially were confident they would be found. These feelings gradually gave way to despair as search and rescue teams failed to find the wreckage. With the passing of several weeks and no sign of rescue in sight, the remaining passengers decided to mount expeditions to determine the best way to escape. The most physically fit were chosen to go on the expeditions because the thin mountain air and the deep snow made the trips difficult. The results of the trips were both frustrating and demoralizing: the expedition members determined they were in the middle of the Andes mountains, and walking out to find help was believed to be impossible. Just when the survivors thought nothing worse could possibly happen, an avalanche hit the wreckage and killed several more of them.

The remaining survivors concluded they would not be rescued, and their only hope was for someone to leave the wreckage and find help. Three of the fittest passengers were chosen for the final expedition, and everyone else's work was directed toward improving the expedition's chances of success. The three expedition members were given more food and were exempted from routine survival activities; the rest spent most of their energies securing supplies for the trip. Two months after the plane crash, the expedition members set out on their final attempt to find help. After hiking for 10 days through some of the most rugged terrain in the world, the expedition stumbled across a group of Chilean peasants tending cattle. One of the expedition members stated, "I come from a plane that fell in the mountains. I am Uruguayan . . ." Eventually 14 other survivors were rescued.

When the full account of their survival became known, it was not without controversy. It had required extreme and unsettling measures: the survivors had lived only by eating the flesh of their deceased comrades. Nonetheless, their story is one of the most moving survival dramas of all time, magnificently told by Piers Paul Read in *Alive*.¹ It is a story of tragedy and courage, and it is a story of leadership.

Perhaps a story of survival in the Andes is so far removed from everyday experience that it does not seem to hold any relevant lessons about leadership for you personally. But consider some of the basic issues the Andes survivors faced: tension between individual and group goals, dealing with the different needs and personalities of group members, and keeping hope alive in the face of adversity. These issues are not so different from those facing many groups we're a part of. We can also look at the Andes experience for examples of the emergence of informal leaders in groups. Before the flight, a boy named Parrado was awkward and shy, a "second-stringer" both athletically and socially. Nonetheless, this unlikely hero became the best loved and most respected among the survivors for his courage, optimism, fairness, and emotional support. Persuasiveness in group decision making also was an important part of leadership among the Andes survivors. During the difficult discussions preceding the agonizing decision to survive on the flesh of their deceased comrades, one of the rugby players made his reasoning clear: "I know that if my dead body could help you stay alive, then I would want you to use it. In fact, if I do die and you don't eat me, then I'll come back from wherever I am and give you a good kick in the ass."²

*Lives of great men all
remind us
We can make our
lives sublime
And, departing, leave
behind us
Footprints on the
sands of time.*

**Henry Wadsworth
Longfellow**

What Is Leadership?

The Andes story and the experiences of many other leaders we'll introduce to you in a series of profiles sprinkled throughout the chapters provide numerous examples of leadership. But just what *is* leadership?

The halls of fame are open wide and they are always full. Some go in by the door called "push" and some by the door called "pull."

**Stanley Baldwin,
British prime
minister in the
1930s**

Remember the difference between a boss and a leader: a boss says, "Go!"—a leader says, "Let's go!"

E. M. Kelly

People who do research on leadership disagree more than you might think about what leadership really is. Most of this disagreement stems from the fact that **leadership** is a complex phenomenon involving the leader, the followers, and the situation. Some leadership researchers have focused on the personality, physical traits, or behaviors of the leader; others have studied the relationships between leaders and followers; still others have studied how aspects of the situation affect how leaders act. Some have extended the latter viewpoint so far as to suggest there is no such thing as leadership; they argue that organizational successes and failures often get falsely attributed to the leader, but the situation may have a much greater impact on how the organization functions than does any individual, including the leader.³

Perhaps the best way for you to begin to understand the complexities of leadership is to see some of the ways leadership has been defined. Leadership researchers have defined leadership in many different ways:

- The process by which an agent induces a subordinate to behave in a desired manner.⁴
- Directing and coordinating the work of group members.⁵
- An interpersonal relation in which others comply because they want to, not because they have to.⁶
- The process of influencing an organized group toward accomplishing its goals.⁷
- Actions that focus resources to create desirable opportunities.⁸
- Creating conditions for a team to be effective.⁹
- The ability to get results and the ability to build teams; these represent the what and the how of leadership.¹⁰
- A complex form of social problem solving.¹¹

As you can see, definitions of leadership differ in many ways, and these differences have resulted in various researchers exploring disparate aspects of leadership. For example, if we were to apply these definitions to the Andes survival scenario described earlier, some researchers would focus on the behaviors Parrado used to keep up the morale of the survivors. Researchers who define leadership as influencing an organized group toward accomplishing its goals would examine how Parrado managed to convince the group to stage and support the final expedition. One's definition of leadership might also influence just *who* is considered an appropriate leader for study. Thus each group of researchers might focus on a different aspect of leadership, and each would tell a different story regarding the leader, the followers, and the situation.

Although having many leadership definitions may seem confusing, it is important to understand that there is no single correct definition. The

various definitions can help us appreciate the multitude of factors that affect leadership, as well as different perspectives from which to view it. For example, in the first definition just listed, the word *subordinate* seems to confine leadership to downward influence in hierarchical relationships; it seems to exclude informal leadership. The second definition emphasizes the directing and controlling aspects of leadership, and thereby may deemphasize emotional aspects of leadership. The emphasis placed in the third definition on subordinates' "wanting to" comply with a leader's wishes seems to exclude any kind of coercion as a leadership tool. Further, it becomes problematic to identify ways in which a leader's actions are really leadership if subordinates voluntarily comply when a leader with considerable potential coercive power merely asks others to do something without explicitly threatening them. Similarly, a key reason behind using the phrase *desirable opportunities* in one of the definitions was precisely to distinguish between leadership and tyranny. And partly because there are many different definitions of leadership, there is also a wide range of individuals we consider leaders. In addition to stories about leaders and leadership we will sprinkle through this book, we will highlight several in each chapter in a series of Profiles in Leadership. The first of these is Profiles in Leadership 1.1, which highlights Peter Jackson.

All considered, we find that defining leadership as "the process of influencing an organized group toward accomplishing its goals" is fairly comprehensive and helpful. Several implications of this definition are worth further examination.

Leadership Is Both a Science and an Art

Saying leadership is both a science and an art emphasizes the subject of leadership as a field of scholarly inquiry, as well as certain aspects of the practice of leadership. The scope of the science of leadership is reflected in the number of studies—approximately 8,000—cited in an authoritative reference work, *Bass & Stogdill's Handbook of Leadership: Theory, Research, and Managerial Applications*.¹² However, being an expert on leadership research is neither necessary nor sufficient for being a good leader. Some managers may be effective leaders without ever having taken a course or training program in leadership, and some scholars in the field of leadership may be relatively poor leaders themselves.

However, knowing something about leadership research is relevant to leadership effectiveness. Scholarship may not be a prerequisite for leadership effectiveness, but understanding some of the major research findings can help individuals better analyze situations using a variety of perspectives. That, in turn, can tell leaders how to be more effective. Even so, because skills in analyzing and responding to situations vary greatly across leaders, leadership will always remain partly an art as well as a science.

Any fool can keep a rule. God gave him a brain to know when to break the rule.

**General Willard
W. Scott**

Peter Jackson

PROFILES IN LEADERSHIP 1.1

When Peter Jackson read *The Lord of the Rings* trilogy at the age of 18, he couldn't wait until it was made into a movie; 20 years later he made that movie himself. In 2004 *The Lord of the Rings: The Return of the King* took home 11 Academy Awards, winning the Oscar in every category for which it was nominated. This tied the record for the most Oscars ever earned by one motion picture. Such an achievement might seem unlikely for a producer/director whose film debut was titled *Bad Taste*, which it and subsequent works exemplified in spades. Peter Jackson made horror movies so grisly and revolting that his fans nicknamed him the "Sultan of Splatter." Nonetheless, his talent was evident to discerning eyes—at least among horror film aficionados. *Bad Taste* was hailed as a cult classic at the Cannes Film Festival, and horror fans tabbed Jackson as a talent to follow.

When screenwriter Costa Botes heard that *The Lord of the Rings* would be made into a live action film, he thought those responsible were crazy. Prevailing wisdom was that the fantastic and complex trilogy simply could not be believably translated onto the screen. But he also believed that "there was no other director on earth who could do it justice" (Botes, 2004). And do it justice he obviously did. What was it about the "Sultan of Splatter's" leader-

ship that gave others such confidence in his ability to make one of the biggest and best movies of all time? What gave him the confidence to even try? And what made others want to share in his vision?

Peter Jackson's effectiveness as a leader has been due in large part to a unique combination of personal qualities and talents. One associate, for example, called him "one of the smartest people I know," as well as a maverick willing to buck the establishment. Jackson is also a tireless worker whose early successes were due in no small part to the combination of his ambition and dogged perseverance (Botes, 2004). His initial success was driven largely by his budding genius in making films on a low budget and with virtually no other staff. In reading others' comments who worked with him on the *LOTR* project, however, it's clear that his leadership continued to develop over the years. It was his ability to communicate a shared vision and inspire such extraordinary work from an incredibly large staff that made *LOTR* so spectacularly successful.

Not one to rest on his laurels, in 2012 Jackson released the first installment of *The Hobbit*, another technologically standard-breaking and popular film trilogy.

Source: Adapted from Costa Botes, *Made in New Zealand: The Cinema of Peter Jackson*, NZEDGE.com, May 2004.

Highlight 1.1 provides further perspective on how the art and science of leadership are represented in somewhat distinctive research traditions.

Leadership Is Both Rational and Emotional

Leadership involves both the rational and emotional sides of human experience. Leadership includes actions and influences based on reason and logic as well as those based on inspiration and passion. We do not want to cultivate merely intellectualized leaders who respond with only logical predictability. Because people differ in their thoughts and feelings, hopes and dreams, needs and fears, goals and ambitions, and strengths and weaknesses, leadership situations can be complex. People are both rational and emotional, so leaders can use rational techniques and emotional appeals to influence followers, but they must also weigh the rational and emotional consequences of their actions.

A democracy cannot follow a leader unless he is dramatized. A man to be a hero must not content himself with heroic virtues and anonymous action. He must talk and explain as he acts—drama.

William Allen White, American writer and editor, *Emporia Gazette*

The Academic and Troubadour Traditions of Leadership Research

HIGHLIGHT 1.1

On a practical level, leadership is a topic that almost everyone is interested in at one time or another. People have a vested interest in who is running their government, schools, company, or church, and because of this interest thousands of books and articles have been written about the topic of leadership. Curphy and Hogan believe these works can be divided into two major camps. The **academic tradition** consists of articles that use data and statistical techniques to make inferences about effective leadership. Because the academic tradition is research based, for the most part these findings are written for other leadership researchers and are virtually uninterpretable to leadership practitioners. As such, leadership practitioners are often unfamiliar with the research findings of the academic tradition.

The second camp of leadership literature is the **troubadour tradition**. These books and articles often consist of nothing more than the opinions or score-settling reminiscences of former leaders. Books in the troubadour tradition, such as *Who Moved My Cheese?*, *What the CEO Wants You to Know*, *Winning*, and *Lead Like Jesus: Lessons from the Greatest Leadership Role Model of all Time*, are wildly popular, but it is difficult to separate fact from fiction or determine whether these opinions translate to other settings. People who are unfamiliar with the findings of the academic tradition and the limitations of the troubadour tradition find it difficult to differentiate research findings from opinion.

Perhaps the biggest challenge to improving the practice of leadership is to give practitioners timely, easily digestible, research-grounded advice on how to effectively lead others. The knowledge accumulated from 90 years of leadership research is of tremendous value, yet scientists have paid little attention to the ultimate consumers of their work—leaders and leaders-to-be. Leadership practitioners often want fast answers about how to be more effective or successful and understandably turn to popular books and articles that *appear* to provide timely answers to their practical concerns. Unfortunately, however, the claims in the popular literature are rarely based on sound research; they oversimplify the complexities of the leadership process; and many times they actually offer bad advice. Relatively little weight is given to well-researched leadership studies, primarily because the arcane requirements of publishing articles in scholarly journals make their content virtually unreadable (and certainly uninteresting) to actual leadership practitioners. One of the primary objectives of this book is to make the results of leadership research more usable for leaders and leaders-to-be.

Sources: G. J. Curphy, M. J. Benson, A. Baldrice, and R. T. Hogan, *Managerial Incompetence* (unpublished manuscript, 2007); G. J. Curphy, "What We Really Know about Leadership (But Seem Unwilling to Implement)" (presentation given to the Minnesota Professionals for Psychology and Applied Work, Minneapolis, MN, January 2004); R. T. Hogan, *Personality and the Fate of Organizations* (Mahwah, NJ: Lawrence Erlbaum Associates, 2007).

A full appreciation of leadership involves looking at both these sides of human nature. Good leadership is more than just calculation and planning, or following a checklist, even though rational analysis can enhance good leadership. Good leadership also involves touching others' feelings; emotions play an important role in leadership too. Just one example of this is the civil rights movement of the 1960s, which was based on emotions as well as on principles. Dr. Martin Luther King Jr. inspired many people to action; he touched people's hearts as well as their heads.

Aroused feelings, however, can be used either positively or negatively, constructively or destructively. Some leaders have been able to inspire others to deeds of great purpose and courage. On the other hand, as images of Adolf Hitler's mass rallies or present-day angry mobs attest, group frenzy can readily become group mindlessness. As another example, emotional appeals by the Reverend Jim Jones resulted in approximately 800 of his followers volitionally committing suicide.

The mere presence of a group (even without heightened emotional levels) can also cause people to act differently than when they are alone. For example, in airline cockpit crews, there are clear lines of authority from the captain down to the first officer (second in command) and so on. So strong are the norms surrounding the authority of the captain that some first officers will not take control of the airplane from the captain even in the event of impending disaster. Foushee¹³ reported a study wherein airline captains in simulator training intentionally feigned incapacitation so the response of the rest of the crew could be observed. The feigned incapacitations occurred at a predetermined point during the plane's final approach in landing, and the simulation involved conditions of poor weather and visibility. Approximately 25 percent of the first officers in these simulated flights allowed the plane to crash. For some reason, the first officers did not take control even when it was clear the captain was allowing the aircraft to deviate from the parameters of a safe approach. This example demonstrates how group dynamics can influence the behavior of group members even when emotional levels are *not* high. (Believe it or not, airline crews are so well trained that this is *not* an emotional situation.) In sum, it should be apparent that leadership involves followers' feelings and nonrational behavior as well as rational behavior. Leaders need to consider *both* the rational and the emotional consequences of their actions.

Leadership and Management

In trying to answer "What is leadership?" it is natural to look at the relationship between leadership and management. To many, the word **management** suggests words like *efficiency, planning, paperwork, procedures, regulations, control, and consistency*. Leadership is often more associated with words like *risk taking, dynamic, creativity, change, and vision*. Some say leadership is fundamentally a value-choosing, and thus a value-laden, activity, whereas management is not. Leaders are thought to *do the right things*, whereas managers are thought to *do things right*.^{14,15} Here are some other distinctions between managers and leaders:¹⁶

- Managers administer; leaders innovate.
- Managers maintain; leaders develop.
- Managers control; leaders inspire.

*If you want some ham,
you gotta go into the
smokehouse.*

**Huey Long,
governor of
Louisiana,
1928–1932**

- Managers have a short-term view; leaders, a long-term view.
- Managers ask how and when; leaders ask what and why.
- Managers imitate; leaders originate.
- Managers accept the status quo; leaders challenge it.

Zaleznik¹⁷ goes so far as to say these differences reflect fundamentally different personality types: leaders and managers are basically different kinds of people. He says some people are managers *by nature*; other people are leaders *by nature*. One is not better than the other; they are just different. Their differences, in fact, can be useful because organizations typically need both functions performed well. For example, consider again the U.S. civil rights movement in the 1960s. Dr. Martin Luther King Jr. gave life and direction to the civil rights movement in America. He gave dignity and hope of freer participation in national life to people who before had little reason to expect it. He inspired the world with his vision and eloquence, and he changed the way we live together. America is a different nation today because of him. Was Dr. Martin Luther King Jr. a leader? Of course. Was he a manager? Somehow that does not seem to fit, and the civil rights movement might have failed if it had not been for the managerial talents of his supporting staff. Leadership and management complement each other, and both are vital to organizational success.

With regard to the issue of leadership versus management, the authors of this book take a middle-of-the-road position. We think of leadership and management as closely related but distinguishable functions. Our view of the relationship is depicted in Figure 1.1, which shows leadership and management as two overlapping functions. Although some functions performed by leaders and managers may be unique, there is also an area of overlap. In reading Highlight 1.2, do you see more good management in the response to the 1906 San Francisco earthquake, more good leadership, or both?

FIGURE 1.1
Leadership and
Management
Overlap

