INTRODUCTION TO LEADERSHIP: DEFINITION, LEADERSHIP AND MANAGEMENT, LEADERSHIP AND POWER, LEADERSHIP THEORIES, LEADERSHIP STYLES

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References

- **Mandatory**

- **Supplementary**
Nature of leadership

- What is leadership: a specialized role with some tasks and functions, opposed to followers versus shared influence process, pattern of relationships with no clear distinctions between leaders and followers.

- Type of influence process: influence resulting in enthusiastic commitment by followers versus influence resulting in indifferent compliance versus reluctant obedience.

- Purpose of influence attempts: good, ethical and results beneficial for followers versus any attempt to influence regardless of results.
Nature of leadership

- Base of influence: reason, leadership as a rational cognitive process versus emotions, leadership as an emotional process
- Direction of leadership: direct versus indirect process (leadership by indirect communication, structure, culture, cascading leadership)
- Leadership versus management - different role or different people
Definition of leadership

Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.
Leaders can influence...

- the interpretation of events in real world inside and outside of organization
- the choice of objectives and strategies in organization
- the motivation of members to achieve these objectives
- the mutual trust and cooperation of members
- the allocation of resources
- the development of member skills, learning and sharing of knowledge
- the designing of formal structure and systems
- the shared beliefs and values (organizational culture)
Leadership as the management of meanings

- People understand world around them and behave in it through the process of interpretation.
- The interpretation is the process through which people percept events in the environment and then attach meanings to them.
- People don’t react to events that surround them as such but on the basis of meanings that these events have to them - people’s behavior in reality completely depends on meanings they attach to it.
- In social group, like organization, meanings are created in the social interaction where some actors have more important role than the others.
Leadership as the management of meanings

- Leaders are by definition those people who have cognitive ability to create meanings of reality in social group and impose them on the other members of the group.

- Leaders determine way in which members of social group understand world inside and outside of the group as well as way in which they behave in regard to this world.

- Leaders
  - Articulate reality
  - Create vision
  - Communicate vision to followers
  - Motivate, inspire followers to fulfill the vision
Understanding of leadership in this course

- Leadership regardless of intentions and results
- Both direct and indirect leadership
- Leadership as a social process not as a specialized role
- Leadership as a process not a person
- Both cognitive, rational and emotional process
- Followers and subordinates: formal authority versus influence
Criteria of Leadership effectiveness

- Who is a good (effective) leader? According to which criteria we can evaluate leadership effectiveness?
- Achievement of group or organizational goals or improvement of group/organizational performances
- Followers' attitudes and perceptions of the leader
- The leader’s contribution to the quality of group processes
- Successful career as a leader
- Immediate and delayed outcomes and their consistency
Leadership and power

- Influence is the essence of leadership
- Influence is the process of changing someone's actions
- Power is the **capacity** to influence others's thoughts and actions
- Authority is the **right** to influence others's thoughts and actions

| Power without authority – capacity to influence but no right to do that |
| Authority without power – right to influence but no capacity to do that |
| Real power and authority – capacity and right to influence |
Definition of power

- Power is someone’s the capability to impose his/her will on others regardless of their resistance.
- A has power over B if A is capable to make B to do something B otherwise wouldn’t do.
- Power is capability of superior social actor in certain social relationship to change behavior of inferior social actor.
- Social process.
- Interactive, twodimensional not unidimensional relationship.
Outcomes of influence

- **Commitment**: the target person internally agree with agent’s request and makes a great effort to carry out this request.

- **Compliance**: the target person is willing to do what agent asks but he is apathetic and makes only minimal effort.

- **Resistance**: the target person is opposed to agent’s request and actively tries to avoid carrying it out. The target person can:
  - Refuse to carry out the request
  - Pretend to carry out the request but actually to sabotage it
  - Persuade power agent to give up from the request
  - Delays in executing the requests
  - Asking higher authorities to stop agent’s request
Sources of accepting power by inferior actors

- Instrumental compliance: the target person carry out a requested action inorder to obtain some rewards or avoid punishments controlled by the agent

- Internalization: the target person becomes commited to implement proposal made by the agent because they appear to be intrisincally desirable or right from the perspective of target’s needs, motives, values and beleives

- Personal identification: the target person imitates the agent’s behavior, wants to be like agent or wish to please agent
Types of power

- Legitimate power: stemming from the authority of the agent but also from the consent of the inferior actor
- Reward power: stemming from the perception by the target that an agent controls important resources and rewards
- Coercive power: based on authority over punishments
- Referent power: derived from the desire of the target to please the agent and from strong feelings of attraction, affection, admiration and loyalty to the agent
- Expert power: based on task-relevant knowledge, skills, information the agent possesses
Perspectives of power - resource perspective

- Social exchange theory: exchange between social actors leads to their mutual dependance
- When exchange is unequal than one actor becomes more dependent on the other than vice versa
- Inferior actor is dependent on the superior one for resources he needs and superior actor controls
- Inferior actor must obey to the orders of superior one in order to get necessary resources
- The source of power is control of rare resources
- Relation to French, Raven classification of power sources
- Individual power and power of organizational units
Perspectives of power - resource perspective

- Model of resources dependance
  - Power of the organizational unit stems from its control of critical resources
  - Three factors determine critical resources:
    - The importance for organization’s performance
    - Relative scarcity
    - Possibility of substitution

- Model of strategic contingency
  - Power of the organizational unit stems from its ability to reduce uncertainty which organization faces
  - Power of organizational units depends on three factors
    - Capacity to reduce uncertainty
    - Centrality of the unit in organization
    - Possibility of substitution
Perspectives of power - interpretative perspective

- The interpretative power stems from cognitive dependance of members of social group on leaders in the process of interpretation of the world.
- The process of social construction of reality - attachment of meanings to events in the reality through the social interactions.
- Leaders are those members of social group which are capable to impose their own view of the reality on the others.
- Followers become cognitively dependent on leaders for the understanding reality that surrounding them.
**Perspectives of power**

- **Source of power**
  - Control of resources
  - Leadership ability

- **Process of acquiring creation**
  - Unequal social exchange
  - Social construction of reality

- **Power base**
  - Resource dependance
  - Cognitive dependance

- **Type of power**
  - Resource power
  - Interpretative power
Influence tactics

- Rational persuasion: the agent uses logical arguments and factual evidence to show a proposal or request is feasible and relevant for attaining important task objectives
- Apprising: the agent explains how carrying out request will benefit the target personally
- Inspirational appeals: the agent makes an appeal to values or ideas or seeks to arouse the target person’s emotions to gain commitment for request
- Consultation: the agent encourages the target to suggest improvements in a proposal or to help plan an activity
Influence tactics

- **Exchange**: the agent offers incentive, suggest an exchange of favors, or indicates willingness to reciprocate at later time if the target will do what the agent request.

- **Collaboration**: The agent offers to provide relevant resources and assistance if the target will carry out a request.

- **Personal appeals**: the agent asks the target to carry out request out of friendship or asks for personal favor before saying what it is.

- **Ingratiation**: the agent uses praise and flattery before or during influence attempt.
Influence tactics

- Legitimating tactics: the agent seeks to establish legitimacy of a request or to verify authority to make it by referring to rules, policies, contract.
- Pressure: the agent uses demands, threats, frequent checking, or persistent reminders
- Coalition tactics: the agent seeks the aid of others to persuade the target to do something or uses support of others as a reason for the target to agree.
# Influence tactics

<table>
<thead>
<tr>
<th>Influence tactics</th>
<th>Effects</th>
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<tr>
<td></td>
<td>Resistance</td>
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<tr>
<td>Consultation</td>
<td>18%</td>
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<tr>
<td>Rational persuasion</td>
<td>47</td>
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<tr>
<td>Inspirational appeal</td>
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<tr>
<td>Ingratiation</td>
<td>41</td>
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<tr>
<td>Coalition</td>
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<td>Pressure</td>
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<td>Legitimating</td>
<td>44</td>
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<tr>
<td>Personal appeal</td>
<td>25</td>
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<td>exchange</td>
<td>24</td>
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Leadership and management

- **Manager**
  - Resource power stems from the resource control
  - Planning, organizing, controlling
  - Maintains status quo
  - Predictability, order
  - Efficiency: to do things right
  - Stable conditions

- **Leader**
  - Interpretative power stems from the management of meanings
  - Creating vision, inspiring, leading
  - Creates changes
  - Innovations, creativity
  - Effectiveness: to do right thing
  - Turbulent conditions
Leadership and management

- Leaders and managers are qualitatively different and mutually exclusive – they are different persons with different values, personalities and skills.
- Leadership and management are different processes and roles in organization but managers and leaders are not (always) different type of person or different persons.
- Both management and leadership are necessary in organization in the right balance depending of the situation (change or stability).
- How many leaders an organization needs?
Leadership variables

- Leader trait and skills
- Leader behaviour
- Influence variables
- Followers attitudes and behaviour
- Performance outcomes
- Situational variables
Approaches and theories of leadership

- Trait approach: research of leaders traits, skills, motives, values
- Behavioral approach: research of leader’s behaviour, pattern of activities, responsibilities, functions, time spending
- Power influence approach: research of influence process between leaders and followers, unidirectional and multidirectional
- Contigency approach: research of contextual factors which determine leadership effectiveness like task complexity, power structure, follower skills and motivation, organizational culture
- Integrative approach: research of more than one leadership variable
Trait approach to leadership

- Basic assumption: leaders are born
- The task of scientist is to find out which traits are attached to effective leaders so it would be possible to recognize those people with the leadership traits and chose them to lead organizations or society
- The method was to identify traits, skills and motives which have all (effective) leaders and which don’t have non leaders
- Generally, this approach failed to find out traits exclusively related to (effective) leaders
Leadership traits

- High energy level and stress tolerance – help leaders to cope with hectic pace, long hours of work, stressful conditions etc.

- Self confidence (self esteem, self efficacy) – help leaders to make influence attempts and to be successfull in those attempts, to take initiatives, to lead changes, to solve problems. Problems with excessive self confidence: unreasonable risk taking, premature decisions

- Internal locus of control – believe that events in their lives are under their own control, depend on their own actions, they are more future and proactive oriented
Leadership traits

- Emotional stability and maturity - accurate picture of the self, accurate perception of own strengths and weaknesses, more self control, less self centered actions
- Power motivation - orientation toward influencing people
- Personal integrity - a person’s behavior is consistent with espoused values, a person is honest, trustworthy and ethical
- Narcissism - strong need for self esteem (prestige, status, attention, admiration), related with low emotional maturity, integrity and personalized power orientation. Leaders with strong narcissism chose associates who are loyal, uncritical.
Leadership skills

- Technical skills: knowledge about methods, techniques, processes, procedures of conducting a specialized activity and ability to use tools and equipment relevant to this activity.
- Interpersonal skills: knowledge about human behaviour and interpersonal processes, ability to understand feelings, motives, needs of others, ability to communicate effectively, ability to establish effective relationship.
- Conceptual skills: analytical ability, logical thinking, conceptualization of complex reality, articulation of events, ability for problem solving, ability to perceive and analyze trends.
Leadership skills

- Emotional intelligence – extent to which a person is attuned to his /her own feelings and feelings of others and is able to integrate emotions and reason.

- Social intelligence: ability to determine requirements for leadership in particular situation and select appropriate response. Consist of: social perceptiveness and behavioral flexibility

- System thinking: understanding complex interdependences among elements of a system

- Ability to learn from experience and adapt to change
Leadership motives

- McCleland’s classification of motives
  - Need for affiliation: a person is concerned about being liked and accepted by others, seeks social interaction, enjoys working in teams - relatively low
  - Need for power: satisfaction in exercising influence over attitudes, emotions and behavior of others, in winning an argument, defeating an opponent, eliminating a rival, directing group efforts
    - Socialized power orientation - self control - very high
    - Personalized power orientation - satisfying the need for power in selfish way - low
  - Need for achievement: satisfaction form experiencing success in accomplishing a difficult task, attaining a standard of excellence, developing the better way of doing something, having autonomy on work, creating new things - moderately high
Leadership competences

- Management of attention
- Management of meanings
- Management of trust
- Management of self
Behavior approach

- Basic assumption: leaders are not born, behavior make a leader, so leadership can be taught
- The task of researchers is to find out behavioral styles which differentiate effective leaders from non effective ones and from non leaders, so it would be possible to teach new leaders to acquire those behavioral styles
- The behavioral approach has been operationalised through identification of typical behavioral leadership patterns
Ohio state leadership studies

- Consideration
  - leader’s concern for subordinate, their needs and feelings,
  - leader’s acting in supportive manner toward subordinates
  - Listening to the subordinate and his problems
  - Consulting with subordinates

- Initiating structure
  - leader’s concern for accomplishing the task,
  - leader’s effort to structure work in order to attain the goal
  - Assigning tasks to subordinate
  - Asking subordinate to follow standards and procedures
  - Paying attention to deadlines
Michigan leadership studies

- **Task oriented behavior**
  - Planning, scheduling the work
  - Coordinating subordinate activities
  - Providing necessary resources for accomplishing tasks
  - Providing necessary technical assistance to subordinate

- **Relation oriented behavior**
  - Showing trust and confidence toward subordinates
  - Acting friendly and considerate
  - Trying to understand subordinates’ problems
  - Helping development of subordinate
<table>
<thead>
<tr>
<th>Concern for people</th>
<th>Low</th>
<th>High</th>
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<tr>
<td>Low</td>
<td>1,1</td>
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<tr>
<td>High</td>
<td>1,9</td>
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</table>
Taks behaviors of an effective leader

- Planning work activities
  - Identify necessary action steps
  - Identify optimal sequence of action steps
  - Estimate time needed for carry out each step
  - Determine who will be accountable for each step

- Clarifying role objectives
  - Defining role responsibilities
  - Assigning Work
  - Setting performance goals

- Monitoring operations and performance
  - Identify and measure key performance indicators
  - Measure progress against plans and budgets
  - Develop source of information about performance
  - Observe operations directly
  - Conduct periodic progress review meetings
Relations behaviors of an effective leader

- **Supporting**
  - Show acceptance and positive regard
  - Be polite, not rude
  - Treat subordinate as an individual
  - Express confidence in the person
  - Provide assistance with the work when it needed

- **Developing**
  - Provide constructive feedback about subordinate’s performance
  - Suggest specific things that subordinate could improve
  - Express confidence in subordinate’s ability to learn

- **Recognizing**
  - Recognize a variety of contributions
  - Actively search for contributions to recognize
  - Recognize improvements in performances
  - Recognize efforts that failed
Leadership participative styles

- **Autocratic decisions** – manager makes decisions alone without asking for the opinions or suggestions of other people.
- **Consultation** – the manager asks other people for their opinions and ideas, then makes the decisions alone seriously considering their suggestions.
- **Joint decisions** – the manager meets with others to discuss the decisions together, manager has no more influence over the final decision than any other participant.
- **Delegation** – the manager gives an individual or group the authority and responsibility for making decisions.
Likert styles of leadership

- Exploitative authoritarian
- Benevolent authoritarian
- Participative
- Democratic
Likert styles of leadership in a Serbian company

MGT 597 ETHICS & LEADERSHIP
Vroom, Yetton normative decision model

- **AI** – you solve the problem or make the decision by yourself sing information available to at the time
- **AII** – You obtain the necessary information from your subordinates, then decidethe solution by yourself
- **CI** – you share the problem with the relevant subordinates individually, getting their ideas and suggestions, without bringing them together as a group
- **CII** – you share the problem with your subordinates as a group, obtaining their collective ideas and suggestions
- **GII** – you share problem with your subordinates as a group. Together you generate and and evaluate alternatives and attempt to reach agreement (conesensus) on a solution. Your role isd like a chairman.
Pro et contra participative decision making

- **Benefits**
  - Decision quality
  - Decision understanding and acceptance
  - The implementation of decision
  - Development of participants skills

- **Costs**
  - Time for decision making
  - Insufficient information and/or knowledge
  - Coordination and control of decisions
Contingency approach

- Basic assumption: there is no ideal leadership style, appropriate leadership behavior depends on a situation, in different situations leaders have to use different styles.
- Task of a researcher is to find out which factors have impact on leadership, which factors determine effectiveness of leadership.
- Open question: is it possible for leaders to change their behavior as situation changes? Does an organization needs different leaders for different contingencies or one leader is capable to adjust his/her style according to situation?
Fiedler’s LPC contingency model

- LPC – least preferred coworker
  - Low LPC indicates a leader who is primarily oriented toward tasks
  - High LPC indicates a leader who is primarily oriented toward interpersonal relations
- Situational factors
  - Leader – follower relations – extent to which are subordinates are loyal and relations with them are friendly and cooperative
  - Position power – the extent to which a leader has authority to evaluate subordinate performance and administer rewards and punishments
  - Task structure – the extent to which standard operating procedure are in place to accomplish the task, along with the detailed description of the finished product
Fiedler’s LPC contingency model

Leaders oriented toward interpersonal relations are more effective.

Leaders oriented toward tasks are more effective.

<table>
<thead>
<tr>
<th>Leader – follower relationship</th>
<th>Good</th>
<th>Good</th>
<th>Good</th>
<th>Good</th>
<th>Weak</th>
<th>Weak</th>
<th>Weak</th>
<th>Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taks structure</td>
<td>Structured</td>
<td>Unstructured</td>
<td>Structured</td>
<td>Unstructured</td>
<td></td>
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<tr>
<td>Leader’s power position</td>
<td>Strong</td>
<td>Weak</td>
<td>Strong</td>
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<td>Strong</td>
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MGT 597 ETHICS & LEADERSHIP
Path goal theory

- Supportive leadership - giving consideration to the needs of subordinate, dispalying concern for their welfare and creating a friendly climate in the work unit.

- Directive leadership - letting subordinates to know what they are expected to do, giving a specific guidance, asking subordinates to follow rules and procedures.

- Participative leadership - consulting with subordinates and taking their opinions into account.

- Achievement oriented leadership - setting challenging goals, seeking better performances, emphasizing excellence.
Path goal theory

- Situational variables
  - Characteristics of subordinates
  - Characteristics of tasks
- Directive style is effective when tasks are unstructured and complex and subordinates are inexperienced
- Supportive style is effective when task is stressful, tedious, boring
- Directive style is less effective when subordinates are competent, experienced
- Participative style is more effective when subordinates have internal locus of control
- Achievement oriented style is more effective when tasks are unstructured and unclear
## Path goal theory

<table>
<thead>
<tr>
<th>Leadership behavior</th>
<th>Characteristics of subordinates</th>
<th>Characteristics of task</th>
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<tbody>
<tr>
<td>Directive</td>
<td>Oriented toward authority</td>
<td>Uncertain, unclear, complex rules</td>
</tr>
<tr>
<td>Providing guidance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supportive</td>
<td>Unsatisfied</td>
<td>Simple, boring, mechanic</td>
</tr>
<tr>
<td>Providing concern</td>
<td>Need for affiliation</td>
<td></td>
</tr>
<tr>
<td>Participative</td>
<td>Authonomy, internal locus of control</td>
<td>Uncertain, unstructured</td>
</tr>
<tr>
<td>Providing inclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement</td>
<td>High expectations</td>
<td>Challenging, unstructured, unclear, new</td>
</tr>
<tr>
<td>oriented</td>
<td>Need for achievement</td>
<td></td>
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<tr>
<td>Providing challenge</td>
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</table>
Situational leadership theory

- Hersey and Blanchard

- Leadership behavior
  - Task oriented
  - Relations oriented

- Situational factors - maturity of subordinates
  - Motivation to perform tasks - psychological maturity
  - Capacity to perform tasks - skill maturity - knowledge and experience
Situational leadership theory

- **Subordinate maturity**
  - **M1**: Low
  - **M2**: Medium
  - **M3**: High

- **Amount of behavior**
  - **Little**
  - **Much**

- **Task behavior**
- **Relationship behavior**

MGT 597 ETHICS & LEADERSHIP
Situational leadership theory

<table>
<thead>
<tr>
<th>Low Subordinate's capacity to perform tasks</th>
<th>High Subordinate's capacity to perform tasks</th>
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<td>Low Subordinate's capacity to perform tasks</td>
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High task behavior
Low relations behavior

Low task behavior
Low relations behavior

High task behavior
High relations behavior

Low task behavior
High relations behavior

High Leader's task support needed
Low

MGT 597 ETHICS & LEADERSHIP
Leader - member exchange theory

- The basic proposition is that a leader develops separate exchange relationship with each subordinate.
- Over time, a leader develops high exchange relationships with a small number of trusted subordinates (in-group) and low exchange relationships with all other subordinates (out-group).
- The basis for establishing high exchange relationship is the leader’s control over outcomes that are desirable to a subordinate: rewards, interesting tasks, delegation of power, sharing information, participating in decision making.
Leader - member exchange theory

- High exchange relationship
  - High level of mutual trust and respect
  - Mutual dependance of the leader and the subordinate
  - Reciprocity of influence between the leader and the subordinate
  - Intensive two direction communication
  - Emotional relations between the leader and the subordinate

- Low exchange relationship
  - Low level of mutual trust and respect
  - Unidimensional influence of leader on subordinate
  - Unidimensional dependance of the subordinate on the leader
  - Unidimensional communication
  - There is no emotional relationship between the leader and the subordinate
Leader - member exchange theory

- Member of in group is expected
  - to work harder
  - to be more committed to the task
  - to be more loyal to the leader
  - to share some leader’s duties

- Member of out group is expected
  - to comply with formal role requirements
  - To get standard benefits for the job

- Members of in group are
  - More motivated
  - Less likely to leave organization
  - Less absent from the work
  - More likely to get a promotion and a bonus
  - More satisfied with a job
Leader - member exchange theory

- The high exchange relationship between a leader and subordinates develops gradually over time.
- The high exchange relationship has benefits and costs for the leader.
  - Benefits: more loyal and trusted coworkers
  - Costs: attention and response to in group subordinate’s needs
- The criteria for differentiation between in group and out group subordinates are: personal compatibility and subordinate’s competence.
- The ethical dilemma: is it right for the leader to differentiate between subordinates?
Transformational and charismatic leadership

- Transformational versus transactional leadership
  - Transformational leadership appeal to the moral values of followers in an attempt to rise their consciousness about ethical issues and to mobilize their energy to reform institutions
  - Transactional leadership motivates followers by appealing to their self-interests and exchange of benefits

- Traditionally, transformational leadership is connected with charisma, transformational leader is charismatic one
Attribution theory of charismatic leadership

- Followers attribute charisma to the leader depending on his behaviors
  - Charismatic leader advocate a vision which is different from status quo at reasonable extent (not incrementally or too radically)
  - Charismatic leader uses unconventional ways to fulfill the vision
  - Charismatic leaders make personal sacrifices, take personal risks and in that way are more trusted by followers
  - Charismatic leaders are more confident about their goals and visions
  - Charismatic leaders inspire followers with personal appeal
  - Charismatic leaders have ability to see opportunities which other people don’t

- Primary influence process of charismatic leader is personal identification – followers want to be like a leader, to please him and to imitate him
Self concept theory of charismatic leadership

- The basic proposition: people act in accordance to their self concept

- Charismatic leadership behavior
  - Articulating an appealing vision
  - Using strong, expressive forms of communication
  - Taking personal risks
  - Communicating high expectations
  - Expressing an optimism and confidence in followers
  - Modeling behavior consistent with the vision
  - Managing followers’ impressions of the leader empowering followers
Transformational leadership

- With the transformational leadership, followers feel trust, admiration, loyalty and respect toward leader and they are motivated to do more than originally expected to do.

- The transformational leader transforms and motivates followers by:
  - Making them more aware of the importance of task outcomes.
  - Inducing them to transcend their own self interests for the sake of the organization.
  - Activating their higher-order needs and motives.
Transformational leadership

- Transformational behavior of a leader
  - Idealized influence – arouses strong followers’ emotions and identification with a leader
  - Intellectual stimulation – increases followers’ awareness of the problem and stimulates them to understand the problem from the different perspective
  - Individual consideration – providing support, encouraging and coaching followers
  - Inspirational motivation – communicating appealing vision and using symbols to focus followers’ attention