

CHAPTER 4

Building Teams, Adaptive and Situational Leadership, and Leadership Power

Character is like a tree and reputation like a shadow. The shadow is what we think of it; the tree is the real thing.

- Abraham Lincoln

Alone we can do so little; together we can do so much.

- Helen Keller

Sam, the department manager, appeared at the podium in front of a group of forty people he was now responsible to lead in order to meet the company vision and mission and remain within the company's operational intent. He began by stating, "Ladies and gentlemen, welcome to our team!"

A few minutes before arriving to the podium and making these comments, Sam was sitting in his office to review his notes concerning what it would take to be successful in his new position. He assured himself that he had to quickly build team cohesion, skills, and processes with the group he was now leading to ensure that each member capitalized on his or her individual strengths. He understood the purpose of the company mission and the many other concerns that are not always visible from the leadership team or employee perspective, understanding that they are directly engaged and focused on performing their day-to-day duties. Regardless of the larger issues he faced as the leader, he knew the one constant was that employees perform their duties out of professional pride for other people in their section, for others in the larger department team, and for those that are to their left and right performing their unique skill for the company. He knew that, in general, people want to get the job done—and done right—because they do not want to let their coworkers or the company down and, in the end, want to be known as a winning team.

Sam, as the designated legitimate leader, knew that developing teams takes hard work, patience, interpersonal skills, and the application of specific leadership styles by being an adaptive leader and exercising the appropriate personal and position power at the right time and place and in an ethical and moral manner. He also knew the reason he was selected for this position was the trust his leaders had in him, and because of this, they were investing in his leadership skills. In turn, he was going to invest in his followers because good teams complete the mission on time with the resources given to them and with little wasted effort. With this thought etched in his mind, Sam continued his remarks, "Thank you for being part of this great department's team, as we are all entrusted with performing a crucial part of our company's mission to achieve its vision."

1. BUILDING TEAMS

LEARNING OBJECTIVE

1. Explain the formation, development, and sustainment stages of team building.

leadership climate

The state of what employees or subordinates believe regarding how the leader has shaped the organizational climate in terms of the level of trust they have in the leader and the level of empowerment they have to perform duties and responsibilities in the organization.

Building teamwork and cohesion are measures of the organization's leadership climate.

The leader is the "standard-bearer" for the organization and is responsible for building a leadership climate that rewards behavior consistent with the organization's values. A positive **leadership climate** involves the leader creating an environment that rewards followers who are bold and innovative in accomplishing their duties and responsibilities. These types of leaders challenge the organization and each individual to take calculated risks and train to develop to their full potential. The leader uses his or her leadership team in shaping and assessing the organization's leadership climate. The ultimate responsibility to create and maintain the leadership climate rests with the leader. This is often done by creating the proper climate for team building and utilizing the stages of the team development process in order to maximize productivity. We discuss these areas next.

1.1 Creating a Leadership Climate for Team Building

Leaders who engage in building a cohesive team exhibit a selfless attitude and a strong sense of duty toward the organization's values and mission. In this sense, they are thought of as true believers of an ideal organization, transcending their desire for personal accomplishments and instead working for those accomplishments identified by the team. Effective teamwork is required for an organization to operate efficiently and effectively. Teamwork ensures common organizational values are adhered to and that the mission and vision are achieved within the context of the leader's operational intent. The central responsibility of the leader, then, is to encourage other members of the organization to work together while promoting group cohesion and possess pride in the accomplishment of the organization's vision. To achieve teamwork, the leader first needs to establish a trusting environment based on the expectation that others will act for the team when the leader is not present by keeping the team's interest ahead of their own.

Leaders do the hard work of demonstrating and expecting cooperation among team members. Collaborating with team members and insisting on this standard from the outset of the team's formation builds trust among the members. Setting a baseline standard of cooperation and expecting the same standard from other team members reduces conflicts, assists with the rapid integration of new members into the team, instills commitment to core values, ensures team tasks are identified to meet the mission, provides clear and attainable authority boundaries between the leader and led, allows for a clear understanding of personal legitimate authority (position power) to manage team members' respective areas of responsibility, and works to keep the team membership stable to sustain and enhance cohesion over a period of time.^[1]

Building effective teams—in the context of forming, enriching, and sustaining—is essential for the art of leadership to succeed. The formation of teams does not develop by accident—it is purposeful (formed to achieve a desired end state), analytical (each member being vetted and critically analyzed for his or her potential contribution), and organized (positions legitimately assigned with authority and responsibility outlined for each member) to meet the organization's mission. Once organized for the mission, leaders are charged to coach and guide teams through developmental stages to become effective and efficient. The US Army leadership^[2] speaks to three specific developmental stages of team building: formation, development, and sustainment of organized teams.

We cannot expect every team to be similar beyond the fact that each has a focal leader and associated followers or subordinates assigned to it. Member composition in personality and skill alone differentiates the manner in which a team performs its roles and responsibilities. The team itself is also dependent on a variety of external support structures within the larger organization's unique vision and mission. The section or department team you are part of may be part of a larger division or department team. An example is a suborganization department team being managed by an executive team division leader within the hierarchy of an organization. The executive team's main role and responsibility may be solely dedicated to supporting or enabling the accomplishment of the subordinate department teams' missions. Another example is a leadership team that is structured loosely with a team configuration that includes volunteer leaders. Though there may not be any direct line-and-staff authority to the executive team, the goal of the volunteers is to provide assistance to the executive team effort. An example of volunteers working to help an executive team can be seen in not-for-profit political organizations where the volunteers are not paid but support a political candidate. Political volunteers need to be

formed into areas of responsibility, enriched with training, and sustained for prolonged political campaigns. Volunteer food banks and first-responder assistance serve as additional examples. The one constant for leaders in any of these organizations is the requirement to form, enrich, and sustain each separate team regardless of whether they are executive team members or are leading a volunteer group.

1.2 The Team Structure the Leader Inherits

Most of the time, you are selected to lead a team that is not of your making, and it is important to understand the organizational structure you are given to lead or manage. The two examples provided in this section discuss a traditional line-and-staff organizational structure and a “flatter” organizational structure. Each example provides an awareness of the existence of teams in a configuration that is vertical, lateral, or both. The important point to remember is that no matter what organizational structure you are leading, you will have to form, enrich, and sustain your team efforts.

Figure 4.1 provides an example of larger to smaller team configurations within a line-and-staff organizational structure. Each level of the organization has a specific role and responsibility to perform. However, the vision and mission, starting at the top of the organization, “cascades” throughout the company to the bottom, allowing for a focused effort in providing a product or service to the customer that is consistent with the strategy of the higher headquarters. The one constant in this example is each level of the organization represents a team function with different roles and responsibilities that adhere to the concept of team formation, enrichment, and sustainment.

Figure 4.1 represents a cascading effect of teams in a structured line-and-staff organization, with each level having a different purpose and mission at the level of the organization that supports the larger organization’s vision and mission. In a structured organization, there is often a board of directors that the chief executive officer (CEO) reports to, while the board and the CEO report to stakeholders such as investors. The board of directors can directly influence the actions of the CEO.

FIGURE 4.1 Example of an Organization Team Structure in a More Structured Line-and-Staff Configuration

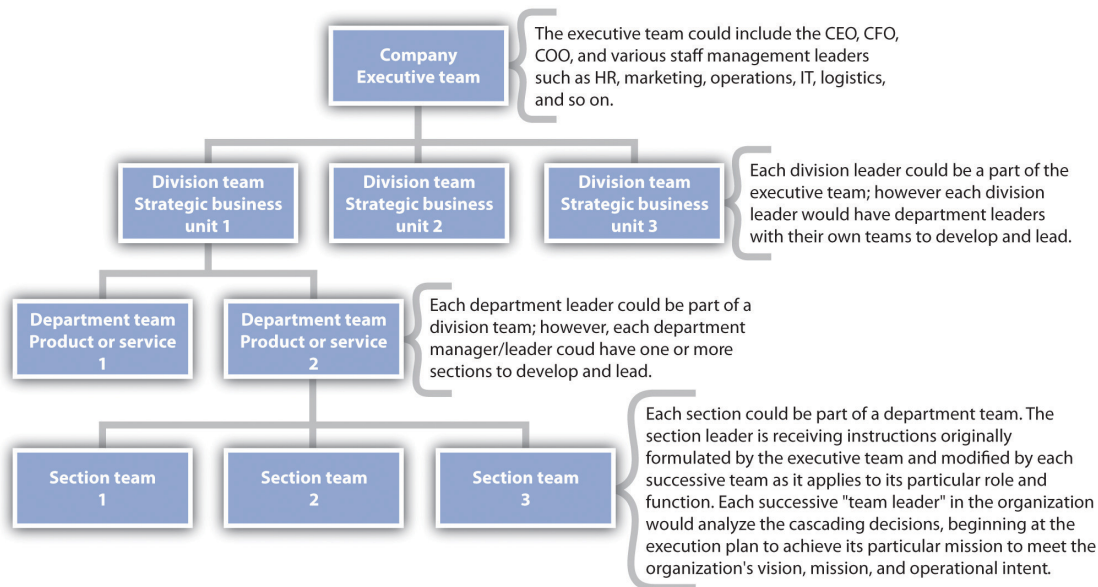


Figure 4.2 represents a flatter type of organization structure with a less defined or less formalized organizational structure often observed in not-for-profit organizations where team members (followers) may be volunteers and not paid employees (followers or subordinates). The Red Cross^[3] represents both a formal and an informal organizational structure. The formal structure provides the direction and means to collect and distribute donor blood, and the grassroots volunteers are organized across the United States to provide other emergency services with no direct authority chain to the volunteer teams. Yet the volunteer teams do influence executive team decisions and actions on how best to support the volunteers’ mission.

FIGURE 4.2 Example of an Organization Team Structure in a Less Structured Configuration

Each group could represent a separate team within the organization that may not have a support relationship to another volunteer group. In this case, they are interdependent of each other but do depend on the executive team to help lead and manage their efforts.



Competent leaders are *sensitive* to the *characteristics* of their team and its individual members. In this sense, team characteristics comprise aggregate or distinctive qualities beyond those of how each member may think on an individual level as he or she feels or behaves in accordance with his or her unique personality. Instead, the characteristics of a team consist of shared or similar cognitions and behaviors among team members, including moral and ethical positions. Only when the team achieves a shared or aggregate team outlook will it have a cohesive team outlook.^[4]

Teams develop differently, and the boundaries between stages are not rigid and do not represent rules that must be followed. Each organization's mission is different, and examples abound as the product or service each organization or suborganization provides for another segment of the organization will greatly differ in size, scope of mission, and capability. A stark example is the manner in which military organizations are formed, with each having a specific mission and capability different than another. Communication corporations such as AT&T, Verizon, and T-Mobile have similar objectives but different services and products to differentiate one from another. Because of this, the personalities and skill sets of individual team members differ to complement the organization's type of mission. Reviewing the results of the stages of team development (formation, development, and sustainment) can help determine what to expect of the team and what is needed to improve its capabilities to perform the organization's mission.

Figure 4.2 provides an example of a less formalized structure where teams are not responsible to support each other. In this example, the team leadership burden falls squarely on the executive team and its staff. Volunteer groups may report to the executive team, but there is no formal authority between the executive and the volunteer group. Many ad-hoc organizations are formed for a special purpose to meet an immediate need, especially in crisis situations. These organizations often do not form into teams until the crisis occurs, disband after the crisis is solved, and form again to meet the next crisis. In situations such as these, it is very important for leaders to understand the team development process of team formation, development, and sustainment, as the executive team is constantly forming and developing new volunteer members. Without volunteers to occupy the roles and responsibilities, the executive team would not have anyone to accomplish the mission for them.

In Figure 4.2, the relationship between the board of directors and the executive team may not be as formalized as in a structured organization (Figure 4.1), yet the teams can provide recommendations to the chain of leadership represented by the executive team. In this type of organizational structure, there

are no investors to influence the executive team beyond the stakeholders receiving the service, which is often free or at a lower cost than in a private sector organization.

No matter what type of organizational structure presents itself to the leader, forming, enriching, and sustaining the team are required to not only be a successful leader but also have an effective and efficient team that provides direction, guidance, and purpose to subordinate teams within the organization. The following discussion concerning team development represents the three stages of leading teams identified in Army Field Manual (FM) 6-22 and includes the formation, enrichment, and sustenance stages of team building.^[5]

1.3 The Formation Stage

Teams work best when new members are adopted into the organizational structure quickly, and this is what the **formation stage** of team building represents. The formation stage refers to how you “receive” and “orient” new members into a team and is crucial to their feeling fully accepted as part of the team. Key to orientation is establishing a sponsorship program aimed at helping new team members adjust to their new organizational and leadership environment. This stage is very important and can determine the success or failure of new arrivals to assimilate and become productive members of the team. An organization that coaches new employees to adjust to the new work environment culture, values, and standard operating procedures will cause less turmoil or friction in the team and help accelerate team cohesion.^[6]

The formation stage of team building identifies your leadership style to the new member. It involves the direct responsibility of receiving and orienting the new team member with your specific guidance and leadership philosophy in addition to the values and standards of the company, as well as its vision, mission, and operational intent. In this way, the team leader ensures all team members are synchronized in knowing and understanding the standard operating procedures by highlighting the organizational history and how the individual member’s role and responsibility contribute to the organization’s success. Each of these areas plays a part in achieving follower buy-in to the team goals as well as the organizational vision and mission. This stage is crucial to making the team member feel fully accepted by the leader and other team members.

The leader is responsible for welcoming or receiving the new team member to the organization, which should include a personal and professional introduction. The formation stage of team building (see “Formation Stage of Team Building” sidebar) begins with an orientation meeting with team members. The object of the orientation meeting is to learn about key personnel within the chain of leadership, identify the roles and responsibilities of various people in the organization (human resource and political frames), understand what resources are available and review the organization’s structural frame (line-and-staff versus flat organization and accompanying financial and material resources), and learn about the history or symbolic frames of the organization.^[7] The leader accomplishes this by reviewing the organizational chart and then visiting each department to ensure the organizational chart matches what is physically present in each suborganization (section or department). The orientation should also include learning the organization’s daily schedule or work rhythm and generally getting to know the workflow and the leadership environment expectation where the work actually takes place. If applicable and available, a sponsor or coach could be assigned to a new arrival for a short period to reduce the time it takes to assimilate him or her to the team. More about employee orientations are discussed in Chapter 6.

formation stage

In team building, the leader is responsible for welcoming or receiving new team member to the organization. How the leader “receives” and “orients” a new team member is crucial to the member feeling fully accepted as part of the team.

Formation Stage of Team Building

Leadership Style

1. Be sensitive to employee personal problems. Demonstrate a caring and supportive attitude. Understand the use and exercise of legitimate authority when coaching, rewarding, or punishing followers (position power).
2. Know your employees—personal data, skills, level of commitment, how they react in crisis situations, strengths, and weaknesses.
3. Be fair in issuing “assignments or tasks” and treat all employees—regardless of race, gender/sexual orientation, or religious beliefs—as you would want to be treated.
4. Work to earn the confidence and trust of your employees based on your display of experience and expert skill, which leads to the attainment of personal power.

5. Know enough about your subordinates' jobs and personal attributes so that you can coach and teach them based on their individual potential for future success.
6. Know what leadership style best fits the situation presented to you (i.e., charismatic, inspirational, or authoritarian).

Reception

1. Formally receive your employee into the organization, and make the encounter part of the organization's culture.
2. Assign, at minimum, one peer sponsor who is regarded as a role model in the organization.
3. Provide adequate time for administrative in-processing and formal orientation into the organization.
4. Develop a symbolic ritual to conduct a formal or informal greeting and farewell for team members. Greet new members while bidding farewell to departing team members to demonstrate the chain of allegiance the organization has for its membership.

Orientation (Values and Standards)

1. Live by and communicate the organization's values, standards, and ethical principles.
2. Communicate standards of personal and team conduct clearly during employee orientations. Have other employees teach new employees what the expected standards are.
3. Recognize and reward employees for exemplifying organizational values, standards, and the display of personal initiative.
4. Instill the values and standards of the organization by coaching and teaching them on a repetitive basis.
5. Require the team to accept the organization's espoused values and standards.

Vision, Mission, and Operational Intent

1. Communicate the organization's vision, mission, and operational intent during the orientation period.
2. Spend individual or one-on-one time with each employee to inform him or her of what is expected in terms of responsibility and accountability in the work role and to find out what he or she expects from the leadership team.

Standard Operating Procedures (SOPs)

1. Ensure a simple, clear SOP is published that employees are required to read and understand.
2. Communicate the way the section and department conduct business and what critical information requirements should be reported to the leadership team.

Organizational Symbolic History

1. Communicate past organizational accomplishments and rituals, or if it's a new company, the importance of the contribution and history-making opportunity the employee has in the entrepreneurial venture.
2. Identify with the organization's history and particular story, or create a symbolic story line that supports the company's long-term vision.

Source: US Army. (2006, October). *Army leadership: Competent, confident, and agile* (FM 6-22). Washington, DC: Department of the Army, pp. 8-16–8-18. Retrieved February 23, 2014, from <http://usacac.army.mil/cac2/Repository/Materials/fm6-22.pdf>

The characteristics of forming a close team include the following:^[8]

- Developing a strong dyadic foundation of leader-member trust
- Trusting that each team member is able to predict the actions of what the other will do in a work situation
- Team members working together to accomplish the organization's vision and mission within the constraints of the organization's operational intent
- Executing tasks to a high standard in the appropriate time limit with the resources provided, meeting the standard, or scope, of work and, when time and circumstances permit, exceeding the established standard
- Exceling in the accomplishment of demanding challenges, reflecting to learn from the teams' historical experiences to better synchronize the organization's next effort and accomplish the mission more efficiently and effectively
- Celebrating and developing pride in individual and team accomplishments to build on the organization's history of success

1.4 The Enrichment Stage

In the **enrichment stage**, “new teams and team members gradually move from questioning everything to trusting themselves, their peers, and their leaders.”^[9] The three areas of the enrichment stage include the leader’s actions, training, and the team’s development during the conduct of operations. Leaders’ actions include learning how to trust by listening, following up on what they hear, establishing clear lines of authority, and setting standards. In addition, taking care of team members by providing the necessary coaching, training, and resources are essential leadership actions during the enrichment stage.^[10]

The most important thing a leader does to strengthen the team is ensuring individuals are competent or experts in their skills and can use their individual skills in a collective setting. The leader accomplishes this by providing training of the team to ensure organizational systems are functioning. Leaders train a group of individuals and synchronize their activities into a synergistic team while preparing them to accomplish the organization’s mission. Training is a continuous process throughout all three stages of team building but is planned in the enrichment stage, including how to conduct routine individual tasks that lead to collective team accomplishments.

Training is particularly important during the enrichment phase, as it builds increased individual and collective proficiency prior to executing the operational requirement of the organization. Team and individual development do not stop prior to facilitating the operation. In a learning organization, the leader ensures that at the end of each phase of an operation, the team is reflecting and learning lessons on how to perform the next operation or task in a more effective and efficient manner. In this way, the leader ensures the team learns from its mistakes and sustains those areas that result in competent action. During reflective and training periods, the leader’s presence and display of expert knowledge is required to gain the trust of team members. We discuss training and the types of training in greater detail in Chapter 6.

enrichment stage

In team building, leaders learn to trust followers by listening, following up on what they hear, establishing clear lines of authority, and setting standards. The most important thing a leader does to strengthen the team is ensuring for individual and collective training.

Enrichment Stage of Team Building

Leadership Actions

1. When moving or transferring from one company location to another, allow employees time to get their personal affairs and their families settled before they are put to work. Allow new employees a short grace period to settle into the company’s routine.
2. Use employees in productive activities as soon as they finish initial in-processing and orientation.
3. Take time to listen to the employee within two weeks of joining the organization; follow up on your initial meeting to ensure the employee is ready to fully participate in work activities.
4. Retain control and respect for your employee as you allow him or her to express questions and concerns (often referred to as the storming phase, where “harmonizing” is the main leadership goal).^[11]
5. Involve all employees in the organization’s goal-setting process; often a bottom-up approach is a good method of gaining follower support.
6. Periodically spend time with each employee to help clarify his or her expectations of you and the team and to help coach him or her to understand your expectations.
7. Check the level of trust employees have in one another, you, and other organization leaders.
8. Ensure the organization’s policies and practices communicate trust to the employee.
9. Ensure your actions and words encourage acceptance of who they are and what they do.
10. Protect your team from tasks or assignments beyond available resources and their abilities.
11. Be concerned about each employee’s development so that the employee is best equipped to become a productive team member and evaluate his or her potential for advancement or assignments of increasing responsibility.

Training Responsibilities

1. Develop training that challenges the employee and keeps him or her actively involved.
2. Know the benefits your employee feels he or she received from the training experience.
3. Ensure your tasks and mission lead to accomplishing the organizational goal and avoid mission creep or expansion of the mission.
4. Reward your team for accomplishing training.
5. Keep training detractors or distractions to a minimum.
6. Continue to upgrade the training quality to improve individual and collective team performance.
7. Emphasize safety in all training requirements.

8. Ensure you have leadership presence during the conduct of training.
9. Make sure your training is relevant to the organizational mission and role of the employee.
10. Plan for a reflective period after training is conducted.

Development during the Conduct of Operations

1. Ensure you demonstrate competence that develops referent and expert power with employees.
2. Know your employees and continuously assess them for leadership potential.
3. Pace your employees' integration into the conduct of current operations.
4. Ensure team members are prepared to receive and assist a new employee to enter the organization.
5. Keep your employees informed.
6. Ensure you have leadership presence during operations.
7. Ensure your employees have a realistic outlook of how their current accomplishments met organizational goals and what needs to be accomplished in the future.

Source: US Army. (2006, October). *Army leadership: Competent, confident, and agile* (FM 6-22). Washington, DC: Department of the Army, pp. 8-17–8-18. Retrieved February 23, 2014, from <http://usacac.army.mil/cac2/Repository/Materials/fm6-22.pdf>

1.5 The Sustainment Stage

sustainment stage

In team building, employees do what is necessary to obtain organizational success without being directed to do so. They clearly identify with their team, develop personal ownership for tasks, and take pride in team accomplishments.

During the **sustainment stage**, employees identify with “their team.” They develop ownership, take great pride in the team’s accomplishments, and continually work for the team to succeed. At this stage, employees will do what is necessary without being directed to do so. Every new task gives the leader a chance to strengthen the bonds and challenge the team to accomplish more. The leader develops his or her employees because they will be tomorrow’s team leaders. The team should continuously train so it maintains proficiency in collective and individual tasks to accomplish its mission.

Sustainment Stage of Team Building

Leadership Actions

1. Be aware of the effect of change on teamwork. Actively work to minimize the effects of change.
2. Periodically check on the progress of each employee to ensure that personal goals and team goals are compatible.
3. Use team expectations and standards as a measurement by which employees accept new members into the team.
4. Work to ensure each team member shares a commitment to the team mission.
5. Reassess team goals often to ensure timely adjustment to the changing operational environment.
6. Listen for suggestions, concerns, or complaints of employees that can assist in maintaining a high level of teamwork.
7. Develop a training program that challenges the employee and minimizes boredom.
8. Remain sensitive to your employees’ concerns.

Team Activities

1. Plan team activities that build spirit, identity, and cooperation.
2. Utilize department ceremonies to acknowledge individual and team accomplishments.
3. Ensure your team is aware of contributing to community efforts outside of the organization.

Sustainment during the Conduct of Operations

1. Ensure your employees reflect and learn from the actual experience of conducting current operations.
2. Ensure your employees spend time talking laterally and vertically to share operational experience to capture best practices.
3. Ensure employees know about stress-reduction activities and techniques.
4. Take decisive steps to counter rumors.
5. Take decisive actions to prevent/cope with employee despair and panic in organizational downturns.
6. Be alert to disruptions in your organization that might cause teamwork to suffer.

Source: US Army. (2006, October). *Army leadership: Competent, confident, and agile* (FM 6-22). Washington, DC: Department of the Army, pp. 8-17–8-18. Retrieved February 23, 2014, from <http://usacac.army.mil/cac2/Repository/Materials/fm6-22.pdf>

TABLE 4.1 Overview of Team-Building Stages

Stage	Employee Actions	Leader/Manager Actions
Formation Stage		
General team building	■ Learn about the team's purpose, tasks, and standards ■ Learn about leaders and other team members ■ Achieve belonging and acceptance	■ Design effective reception and orientation ■ Create learning experiences ■ Communicate expectations ■ Listen to and care for employees ■ Reward positive contributions ■ Set a leadership example
Team building for operational success	■ Adjust to uncertainty with new leadership and team structure ■ Cope with the fear of the unknown ■ Adjust to organizational change	■ Talk with employees ■ Reassure with a calm presence ■ Communicate vital information ■ Provide a stable situation and predictability ■ Help employees with immediate problems
Enrichment Stage		
General team building	■ Trust leaders and other members ■ Cooperate with team members ■ Share information ■ Accept standard operating procedures ■ Adjust to feelings about how things ought to be done	■ Trust and encourage trust ■ Reinforce desired group norms ■ Establish clear lines of authority ■ Establish individual and organizational goals ■ Identify and grow leaders ■ Train as an organization for the mission ■ Build pride through accomplishments
Team building for operational success	■ Demonstrate individual competence ■ Cooperate with team members in collective tasks ■ Accept the standard operating procedures ■ Adjust to feelings about how things ought to be done	■ Demonstrate leadership competence ■ Prepare collectively to accomplish the operational expectation ■ Know your employees ■ Provide for a stable organizational climate ■ Emphasize safety to improve individual and team production
Sustainment Stage		
General team building	■ Trust others ■ Share ideas and feelings freely ■ Assist other team members ■ Sustain trust and confidence ■ Share tasks, missions, and values	■ Demonstrate trust ■ Focus on teamwork, training, and maintaining ■ Respond to subordinate problems ■ Devise quality collective training ■ Build pride and spirit in the team

Stage	Employee Actions	Leader/Manager Actions
Team building for operational success	■ Adjust to long-term operations ■ Cope with employee turnover ■ Adjust to operational changes due to industry changes ■ Overcome repetition and boredom ■ Avoid rumors ■ Control fear of job loss, anger, despair, and panic	■ Observe and enforce organizational standards and discipline ■ Sustain safety awareness ■ Inform employees of actions and changes ■ Know employee perceptions and mitigate unreal or unfounded expectations ■ Sustain employee production levels ■ Use in-process reviews and organizational reflective periods to obtain lessons learned ■ Act decisively in the face of employee fears

Source: US Army. (2006, October). *Army leadership: Competent, confident, and agile* (FM 6-22). Washington, DC: Department of the Army, fig 8-1, p. 8–17. Retrieved August 19, 2013, from <http://usacac.army.mil/cac2/Repository/Materials/fm6-22.pdf>

Since teamwork and cohesion are measures of the leadership climate you set for the organization, it is necessary to periodically assess the climate. Taking care of people and maximizing their performance also depends on the climate a leader creates in the organization. Assessing the organizational climate provides the leader with a spot check in a specific point in time as to how followers feel in their day-to-day interactions with the company. All these things directly impact employee motivation and the trust they feel toward each other and their leadership team.

Additional Perspectives

In-Group Collectivism in Leadership

In-group collectivism refers to the degree to which individuals express pride, loyalty, and cohesiveness in their organization. A person with high in-group collectivism may focus on relatedness within the group, believe that duties and obligations are important parts of social behavior, and have a slower pace of life. A person with low in-group collectivism focuses on personal needs as a determinant of social behavior and might have a faster pace of life.

Assume you are the leader of a five-person team and three of the team members have high in-group collectivism and two members have low in-group collectivism. The high in-group collectivism individuals often invite the entire team to lunch, but the low in-group collectivism members often refuse. The three high in-group collective members come to you concerned about the fact that the team doesn't seem cohesive.

What would you tell the high in-group collectiveness individuals in this situation? What would you tell the low in-group collectiveness individuals?

Source: House, R., Javidan, M., & Dorfman, P. (2001). Project GLOBE: An introduction. *Applied Psychology: An International Review*, 50(4), pp. 489–505.

Some of the actions leaders take to determine the leadership climate include assessing whether the leadership team feels employees have a collective sense of the organization's values and its mission and if they truly feel a part of or are woven into the fabric of the organization. The leadership climate is directly attributed to the leader's values, personal power (referent and expert), cognitions, and behaviors. Leaders are responsible to shape and guide the team climate of the organization, no matter the size of any particular team or if they take appropriate or inappropriate steps in doing so. It is recommended that within ninety days of forming the team, and then annually, the leader assesses the leadership/organizational climate by answering the following twenty questions modified from the US Army's *Unit Climate Profile Commander's Handbook*.^[12] It is strongly encouraged that leaders review and develop questions that apply to their type of organization, as doing so can assist leaders in ascertaining what their leadership/organizational climate consists of at a specific time and help leaders identify the actions required to develop, change, or sustain team effectiveness. Here are some sample questions:

A. Organizational standard and policy questions

- a. Are clear priorities and goals set?
- b. Do leaders understand the task they are doing to support the organization's mission?
- c. Do leaders actively seek input from superiors and subordinates?
- d. Do leaders listen and act on the feedback from superiors and subordinates?

- e. Do subordinate leaders feel confident they have the authority to use initiative without retribution as long as they are consistent with the leadership vision, mission, and operational intent?
 - f. Are rules, regulations, and policies enforced in the organization?
- B. Organizational human resource questions
- 2.1. Do leaders have a system of rewards and punishments? Do they work?
 - 2.2. Do leaders perceive high levels of internal stress and negative competition in the organization?
 - 2.3. Are race, ethnic background, or sexual orientation made an issue in your organization?
 - 2.4. Is the promotion policy of your organization fair to ethnic and minority employees?
 - 2.5. Are standards of discipline high in your organization?
 - 2.6. How do you feel about the standard discipline in the organization?
 - 2.7. Do employees of the organization receive appropriate praise, rewards, or punishment?
 - 2.8. While on the job, do you feel harassed by upper management?
- C. Organizational communication, moral, and welfare questions
- 3.1. Do leaders have the moral courage to admit when they are wrong?
 - 3.2. Do leaders set the example, act selflessly, and share in the hardships when in crisis situations?
 - 3.3. Do leaders talk to the organization regularly and keep people informed?
 - 3.4. Is it easy or difficult to meet with a person in a leadership position?
 - 3.5. Does the organization spend time conducting social activities?
 - 3.6. How do you feel about the types of social activity the organization participates in?

Leadership cognitions and behaviors, including the manner in which leaders communicate, the actions they take, and their physical presence in the organization, have a significant impact on the leadership climate. Leaders who perform in an ethical and moral manner and who are consistent with the organization's espoused values create a healthy leadership climate. So far, we have discussed the steps to team development. In Section 2, we relate this discussion on leadership climate and team building to adaptive leadership.



Video Clip 1

Discuss a Leader's Role in the Various Stages of Team Development

Knowledge Horizons discusses how the leader can support the team development process.



View the video online at: <http://www.youtube.com/v/ptvxEJTvDT4>

KEY TAKEAWAYS

- The team you are leading may be part of a larger formally structured company team or a more loosely defined, unstructured volunteer team. In every case, the teams will be unique to the mission they are charged to execute, with the one leadership constant involving the formation, enrichment, and sustainment of the team effort.
- The formation stage of team building identifies the kind of leader you are. It involves receiving, orienting, and sharing the values and standards of the company, as well as sharing the vision, mission, and operational intent; providing the standard operating procedures the team uses; and highlighting the organizational history. Each of these areas plays a part in achieving employee buy-in to the team goals and organizational vision and mission. This stage is crucial to making team members feel fully accepted. Good sponsorship of a new team member is important and makes the difference between the success or failure of the new arrival's integration with the entire team.
- Three areas of the enrichment stage include the leader's actions, training, and the team's development during the conduct of operations. Leaders' actions include learning how to trust by listening, following up on what they hear, establishing clear lines of authority, and setting standards. Taking care of team members is essential during this stage.
- During the sustainment stage, employees identify with "their team." They develop ownership, take great pride in the team's accomplishments, and continually work for team success. At this stage, employees will do what is necessary without being directed to do so. Every new mission gives the leader a chance to strengthen bonds and challenge the team to reach for new accomplishments. The leader develops employees because he or she knows they will be tomorrow's team leaders.
- The leadership climate is directly attributable to the leader's values, expertise, and behaviors. Leaders shape the team climate of the organization, regardless of the size of any particular team. It is recommended that the leader assess the climate within ninety days of building the team.
- Effective organizations require teamwork based on individual trust and cohesion laterally and vertically within the organization. The mix of skills will dictate the need to keep versatility in planning functions. Forming the team may be an ongoing annual process. One of the early challenges facing leaders with high turnover is keeping a cohesive team together once it is formed. Only then can you meet the enrichment and sustainment goals of moving the team forward.

EXERCISES

1. Compare and contrast team organization structures identified in a private sector corporate business with a state organization and a not-for-profit organization. It is important to learn about the type of organization you are going to lead; because of this, determine how you would "form" your team based on the type of organizational structure, mission, and values presented by each of the organizations you selected. This can be an individual or group assignment, where each group is responsible for one of the three organizations or each individual compares and contrasts at least two types of organizations.
2. You have just taken the leadership role of the department you are currently working in or are applying for:
 - a. What actions would you take during the formation stage to build an effective team?
 - b. You have formed your team and are now concerned with enriching their development. What activities will you take during the individual and team enrichment stages to continue building your team's effectiveness and efficiency?
 - c. You have fulfilled the requirements of forming and enriching your team. What actions will you take during the sustainment stage to keep your team focused and productive to meet the organization's vision and mission?
3. Assessing the leadership climate of an organization is important to having a healthy, productive organization. Reflect on an organization you were part of or are currently in to assess the leadership climate using the recommended questions for assessing the leadership or organization's climate.
4. What steps would you consider using in the formation, enrichment, or sustainment phases of team building to correct any identified deficiencies?

2. ADAPTIVE AND SITUATIONAL LEADERSHIP

LEARNING OBJECTIVES

1. Understand adaptive leadership behaviors.
2. Define your adaptive leadership behaviors during situational or environmental changes facing the organization.

The functions of teams are never stagnant, and leaders require situational awareness at all times to keep their teams effective and efficient. Situational leadership describes a way of adapting leadership behaviors or styles to the features of the situation and the employees they are confronted with. The key point is that the leader adapts to the situation by providing guidance, direction, purpose, and the means for the team to succeed.

Adaptability involves the leader's ability to recognize changes in the organization's environment.

There are two areas leaders need to be cognizant of: the first is identified as the area of operation or responsibility, and the second is the area of influence. Consider the **area of operation/responsibility** to be the working environment that directly impacts the day-to-day operations inside and outside of the organization. The area of operations can come in the form of short-term operational opportunities and threats (regulatory changes, collective bargaining, supply chain issues, etc.). Consider the **area of interest** as the area the leader needs to be situationally aware of outside of the day-to-day operations. Where managers focus on the day-to-day tasks in their area of operations, leaders pay attention to long-term opportunities and threats to develop their strategic plan, which requires looking outside of the area of operations and into the area of interest. The manager focuses on mitigating day-to-day immediate crisis situations within his or her area of operation, whereas the leader may take a calculated risk in delaying taking action on the immediate threat, or take advantage of an immediate opportunity, identified in the area of interest until the threat or opportunity directly impacts the organization mission or vision. Figure 4.3 provides a conceptual view of an organization's areas of operation and influence. Leaders often develop mitigating actions or branch plans to address environmental or situational changes that are identified in the area of interest.

The leadership team's understanding of the operational framework is important, as it needs to continually assess, prioritize, and adapt to the opportunities and threats presented to the organization. In this case, leaders are provided position power and are delegated authority and responsibility to synchronize and prioritize the work effort in a manner that is consistent with the organization's long-term strategic vision, mission, and operational intent.

The area of operation/responsibility the leader is assigned should adhere to the size, structural design, and mission (task and purpose) of the organization so team leaders can employ their assigned and supporting systems to accomplish the task. The organization leader assigns or allocates parts of the area of operation/responsibility to the subordinate team or section leaders to accomplish their assigned organizational role. The area of interest, however, is singularly the concern of the leader and his or her designated leadership team; in this case, the leader is focused beyond the organization's day-to-day, immediate, or short-term operational requirements. This area of "interest" is of importance to the leader, as he or she can influence action outside of the immediate area of operation by mitigating threats to the area of operation or seizing on long-term opportunities. The leader must remain vigilant and aware of what can affect his or her organization. Consider the example that an area of interest is occupied by a competing organization that does not provide a strategic threat to your organization; however, the organization is changing or adding a product or service that directly competes with your current operational strategy, which now impacts your area of operations and impacts your current operations plan.

adaptability

The adaptive leader has the ability to recognize changes in the environment affecting the organization, identify the critical elements of the situation presented to the leader, and make the appropriate decision to mitigate the situation to the benefit of the organization and its employees.

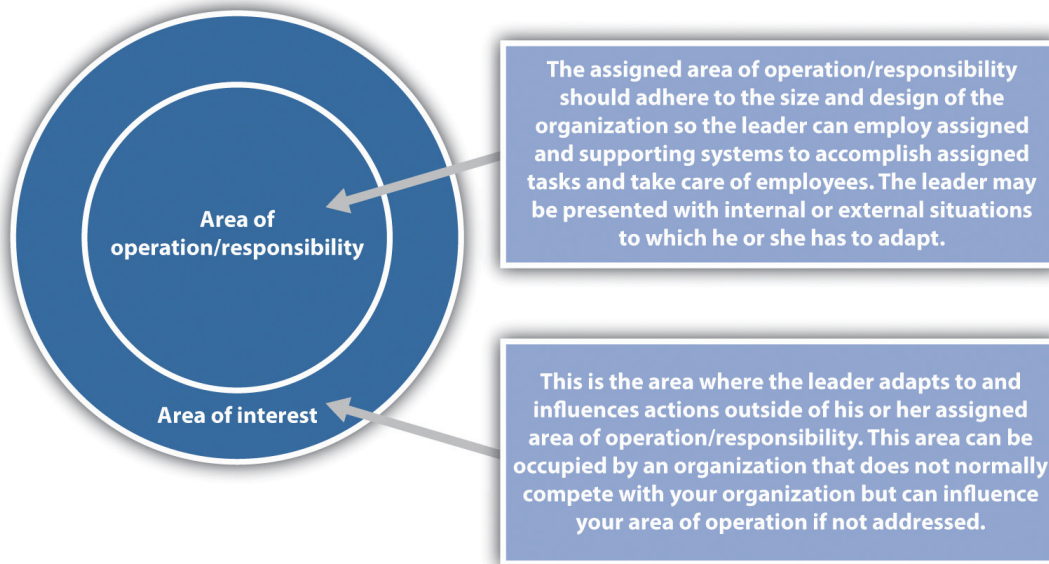
area of operation/ responsibility

Conforms to the size and design of the organization so the leader can employ assigned and supporting systems to accomplish assigned tasks and take care of employees. Leaders may be presented with an internal or external situation that they have to adapt to.

area of interest

This is the area where the leader adapts to and influences actions outside of the immediate scope of his or her assigned area of operation/responsibility. This area can be occupied by an organization that does not normally compete with your organization.

FIGURE 4.3 Example of Area of Operations and Area of Interest



The area of operations and area of interest represent complex adaptive systems and are used to explain how emergent processes can facilitate how organizations adapt to turbulent environments. **Complexity theory** involves interacting units that are dynamic (changing) and adaptive, and the complex pattern of behaviors and structures that emerge are usually unique and difficult to predict from a description of the involved units. Leaders are situationally aware of emergent processes and adaptive outcomes as these are often unpredictable due to the dynamic between the areas of operation and interest. Adaptive leaders develop teams—who in turn develop emergent processes—that are distinguished by having different knowledge or skills, beliefs, and preferences, with each team interacting in an attempt to solve problems and resolve conflicts. The result of the adaptive leadership process is the production of creative ideas and new completions that can facilitate conflict resolution and an adaptive response to an organizational threat or opportunity within the organization's area of operation and interest. The team's emergent process used to solve the problem provides an alternative explanation for organizational learning, innovation, and adaptation.^[13]

Developing an **adaptive culture** represents a leadership requirement to actively monitor the areas of operations and interest for emerging opportunities and threats and then adapting to the changes presented in a manner that solves the unique environmental situation. This adaptive culture consists of developing policies, standard operating procedures, and historical practices that support the leadership team's ability to respond quickly to changing environmental conditions. In adaptive cultures, individuals are encouraged to take calculated risks (not gambles), experiment to develop baseline response actions, innovate to solve unique circumstances, and learn from these experiences.^[14]

All members in an organization should exhibit adaptive leader qualities. Followers, as adaptive members of an organization, should especially keep their leaders informed of required changes, recognizing environmental changes in advance, and learn how to build consensus among team members on how to solve the problem as the change is occurring. Depending on the immediacy of the situation, adaptive leaders may use different methods to influence their organization. These can range from crisis action meetings and taking decisive action when time is short or publishing a recommendation of action when more time is available and a more measured approach can be taken.

Ultimately, leaders scan the environment, determine the characteristics of the situation, and become aware of what actions they will take to succeed in a changing environment. Leaders must be particularly observant for evidence that the environment has changed in unexpected/unanticipated ways, recognizing that they face highly adaptive environmental threats, including the natural environment, medical emergencies such as viruses, government instability, business opportunities and threats, or internal limitations and outside constraints on available organizational resources (i.e., people, time [which is always a constraint], material, equipment, or funding). Leaders need to recognize that they face highly adaptive adversaries in business who have the ability to influence your actions in your area of operations or influence, thus impacting the type of service or product you provide. In addition, government can provide an opportunity or threat to your organization, and nature itself can impact your ability to conduct operations. Because of this, leaders need to constantly prepare themselves and their teams to have an adaptive and flexible mind-set, including an instinct for making appropriate changes to meet the environmental demands or solve an unexpected situation presented to them. If leaders

complexity theory

Involves interacting units that are dynamic (changing) and adaptive, and the complex pattern of behaviors and structures that emerge are usually unique and difficult to predict from a description of the involved units.

adaptive culture

This culture is made up of policies, procedures, and practices that support the leadership team's ability to respond quickly to changing environmental conditions. In adaptive cultures, individuals are encouraged to take risks, experiment, innovate, and learn from these experiences.

remain mentally rigid and inflexible and do not develop branch operational plans to account for unexpected but possible environmental changes, then they are destined to put their organizations in a position of unnecessary risk by betting on an uncertainty without addressing the problem beforehand.

Being an adaptive leader requires an ability to recognize immediate or pending environmental changes that can affect your organization. The leader should possess an intuition to look ahead and identify the critical elements of the environmental situation presented to him or her and then make the appropriate decision and take the appropriate actions to mitigate an unfavorable situation or seize the opportunity presented to him or her. The organization's ability to adapt is based on the leader's insight and ability to conduct crisis management training for the leadership team and then provide the resources necessary to meet the potential crisis head-on. Commitment can come in the form of allocating contingency funding for environmental or other situations that arise and require mitigating actions or in the form of research and development funding to stay mentally agile and ahead of competitors. Lastly, a leader's decision to adapt to any given situation does not produce certainty of success or certainty that any change will improve the organization's overall situation; however, failing to adapt will undoubtedly be detrimental. Taking simple, logical steps to understand the process of taking action, understanding the environment's reaction to your action, thinking through your response or counter-action, and allocating the appropriate resources to your decision are important mental steps in taking control of situations that can possibly harm your organization.

Changes in the environment often cause an unclear and ambiguous picture of the situation. Leaders have to become accustomed to ambiguity and uncertainty. Adaptive behavior includes flexibility and innovation in any problem-solving approach. Leaders need to be ready to face the given challenge with the resources they have on hand, be confident in their skills, and learn how to manage multiple environmental demands from a competitor or the natural environment. Additionally, today many unexpected challenges occur due to technology changes. Leaders also have to learn how to shift priorities and clearly articulate a feasible, acceptable, and suitable change of direction without disrupting the entire organization. Leaders see necessary change as an opportunity rather than a liability that takes them out of their comfort zone.

Adaptability has two components:^[15]

1. The ability of the leader to identify the essential elements critical for performance in each new situation, while being somewhat risk tolerant.
2. The ability of the leader to change his or her practices or organization by quickly capitalizing on strengths and minimizing his or her own weaknesses.

Adaptability requires self-awareness and takes a personal effort. To become adaptable, leaders must challenge their previously held ideas and assumptions by seeking out novel and unfamiliar situations to learn from. Leaders who remain safely inside the comfort zone provided by their current level of education, training, and experience will never learn to recognize change or understand the inevitable changes in their environment. To be more adaptable, leaders should do the following:^[16]

- Learn to adapt by moving outside of their comfort zone and experiencing unfamiliar, diverse, and dynamic situations.
- Lead across cultures by seeking out diverse relationships and situations.
- Seek challenges that engage them in activities involving major changes in the operational environment. Becoming a specialist can often detract from building a broad experiential base as a leader.

In business, a leadership style called "transformational leadership" is often the most effective approach to use in a fluid environment or when a crisis situation occurs, as we discussed in Chapter 3. Transformational leaders have integrity, inspire people with a shared vision of the future, set clear goals, motivate people toward these goals, manage delivery, and communicate well with their teams.

However, leadership is not "one size fits all" philosophy; often you must adapt your approach to leadership to fit a changing situation or an environmental change. This is why it's useful to gain a thorough understanding of other leadership styles; after all, the more approaches you're familiar with, the more you can shape your approach to the situation or the environment presented to your organization.

Each day, leaders are presented with new challenges that are unpredictable or due to environmental changes. Leaders and their leadership teams must prepare themselves to face the effects of stress, external influences that threaten their organization's products or services, government policy that could change their operational climate, and the impact of ever-changing technology.

Adaptability is an individual's ability to assess environmental changes, identify critical elements of the new situation, and trigger appropriate changes to meet new requirements. Adaptability involves an effective change in leadership behavior in response to an altered situation.

Some of these factors are mitigated through situational awareness, proper training, and open dialogue with the leadership team and superiors. However, each leader must consider these external

influences and plan accordingly, as effective leaders recognize the tools needed to adapt to changing situations.

Leaders must be cognizant of and adapt to evolving threats to the organization and the people they serve, take advantage of innovations (technological, procedural, etc.), and adjust to societal and government changes. Leaders are guided by the larger organization's strategic vision and mission but should consider the following:^[17]

- Protect the organization and its employees.
- Prevent being surprised by incremental situational changes.
- Prevail against environmental changes that would disrupt the product or service delivery of your organization.

Learning how to modify organizational priorities to meet environmental challenges leads to the development of an agile and adaptive leader who can quickly assess and anticipate the actions necessary to mitigate unfavorable outcomes.

Understanding the effects of stress on the human dimension of an organization is an important factor for the adaptive leader. While organizational stress is constant, leaders have to understand how situational changes can move an organization or an employee over the fine line between eustress (good or effective stress motivating employees to perform a task) and distress (bad stress that causes employees to become ineffective in the performance of their tasks).

Another factor the adaptive leader should be cognizant of is the importance of technology. Although we, as individuals and a society, have dealt with the rapidly changing effects of technology, the current changes are increasing at a faster rate and require organizations to rethink and redesign themselves frequently, especially in the cybersecurity area, or fear losing their performance or unique edge over competing organizations. Modern, forward-thinking adaptive leaders must stay abreast of technological advances and learn about applications, advantages, and requirements that are practical to the organization, as the right technology, if properly integrated, can increase operational effectiveness and organizational survivability. Technological challenges can include the following:^[18]

- Continually learning the strengths and vulnerabilities of new technologies and adapting technology changes that support the team mission.
- Conceptualizing how the organization collaborates or operates with other suborganizations or customer organizations that may have less technological capability.
- Considering the effect of technology on the time available to analyze problems, make decisions, and act on a situation; events today are fast paced and the requirement for making quick decisions adds to individual uncertainty, strain on personal confidence, and the associated stress levels that accompany the risks taken by the leader.
- Leveraging today's technology to influence followers is important as many organizations work in a virtual organizational environment separated in time and space but connected by technology.
- Reducing employee skill level in performing manual tasks represents a downside to technological advances. In those instances where technology fails, or is wrongly applied, the leadership challenge shifts to manual training and performance rather than a technological solution.
- Being aware that the increased amounts of information available to leaders today can negatively affect decision making, as the second-order effect of enhanced technology is information overload. In this case, too much information reduces the leader's ability to synthesize the information and inform members of the organization in a timely manner.

Adaptive leaders need to understand how to leverage the positive qualities technology can provide in increasing an organization's efficiency and effectiveness in accomplishing routine tasks, as well as help with the development of long-range operational requirements. However, technology also brings fast-paced changes to organizations, and leaders need to recognize the impact it has on their teams in the formation, enrichment, and sustainment stages and how often old technology needs to be retooled or replaced with new technology. Change affects the leadership climate, and leaders need to understand how to adapt themselves and their organization to meet the technological challenges that influence the actions of employees. Not doing so can cause an unhealthy separation between the leader and the led, preventing optimum team performance. Besides the aspects of adaptability and team leadership we have discussed thus far, a leader should understand various power positions and how each can affect team members differently. This is the focus of our discussion in Section 3.

KEY TAKEAWAYS

- *Adaptability* involves the leader's ability to recognize changes in the organization's environment, identified as the area of operation/responsibility or area of influence your organization works in.
- Complex adaptive systems are used to explain how emergent processes can facilitate adaption by organizations to turbulent environments. *Complexity theory* involves interacting units that are dynamic (changing) and adaptive, and the complex pattern of behaviors and structures that emerge are usually unique and difficult to predict from a description of the involved units.
- Developing an *adaptive culture* represents a leadership belief or value in actively monitoring the area of operation/responsibility and influence for emerging opportunities and threats and then adapting to them in a manner that solves the unique environmental situation that presents itself to the leader.
- Being an adaptive leader includes the ability to recognize changes in the environment, identify the critical elements of the situation presented to the leader, and make the appropriate decision to mitigate the situation presented. Deciding to adapt is as important as determining how to adapt.
- Leaders must dually be cognizant of, and adapt to, evolving threats to the organization and the people they serve, take advantage of innovations (technological, procedural, etc.), and adjust to societal changes.

EXERCISES

1. Define the area of operation/responsibility and what you would consider the area of interest of the organization you work for, are considering working for, or have previously worked for. Develop an assessment of the past or current environmental opportunities or weaknesses that would cause you, as a leader, to adapt to the situation presented to you.
2. Evaluate the technology you use in your day-to-day activities and discuss new ways you can capitalize on technology to meet your work or school obligations. How can your personal work or company adapt to the changes you identified?
3. Describe a time you had to adapt your behaviors due to a work or school situation or an environmental change when moving from one position to another in an organization.
4. Research the work habits of baby boomers, generation X, and generation Y (millennial). Once you determine which generation you fit into, identify the leadership style you would use when leading the other generations. Which adaptive leadership style should you use to become a more effective leader to form, enrich, and sustain your team culture?

3. POWER IN LEADERSHIP

LEARNING OBJECTIVES

1. Define personal and position power.
2. Define the elements of power.
3. Apply the elements of power as a leader.

Leadership power is viewed as a resource that can be used at moment's notice, and a leader can wield different types of power in order to attain immediate compliance between the leader and the led to complete the organizational mission. While the use of power in teams and in adaptive leadership is necessary, it is also important to distinguish the types of power used to influence the dyadic relationship between the leader and the led. Examples of using power in a misguided manner include when a leader views his or her position power as a right and not a privilege, uses coercive power to extinguish an unwanted employee behavior, or forces the employee to perform an illegitimate task without thinking through the long-term consequences for the employee and organization. Leaders should understand and use power sparingly, within the context of improving the dyadic leader-to-led environment, and not use it in a haphazard or unjust manner. The use of too much position power may detract from a leader's personal power and commit the leader to a series of operational or administrative actions that fail to empower the led.

Before beginning an in-depth discussion of leadership power, it is important to understand that this section is not about the **empowerment** of employees. Empowerment involves autonomy, shared responsibility, and influence in making important decisions. We discuss empowerment further in Chapter 7. Instead, it is about what Bernard M. Bass states about personal and positional power: “Power can derive from one’s person or one’s position. Although it may seem otherwise, the evidence to date suggests that prospective followers tend to consider the personal power of the highly esteemed expert as more important than the legitimacy and power to reward and punish that may derive from appointment to a position of leadership.”^[19]

Personal power is derived from followers and is based on the leader’s or on a particular follower’s behaviors in terms of the amount of referent and expert power the leader possesses. Charismatic leadership, displayed by a **legitimate leader**’s position power, is often a strong source of personal power. Charismatic leadership, which is manifested in nonverbal emotional expressiveness or in cues to move, inspire, or captivate others, often results in achieving personal power. Personal power can be viewed as a spiritual power or a personal character quality that gives an individual influence or authority over a group of people. A legitimate leader possesses the formal downward flow of authority given to him or her by an authorized leader above his or her own position (i.e., owner or executive manager) and is given authority over the work activities of followers or subordinates and ensures their adherence to rules and directions. It is important to remember that consent of a legitimate leader’s authority rests in the hands of the follower as much as the person providing the authority.^[20]

An **informal leader** is defined as a person who does not hold a legitimate leadership position in an organization. Such leaders might also display charismatic leadership. Even though followers must consent to authority based on legitimate power, followers can restrict their performance and demonstrate dissatisfaction by initiating grievances, holding demonstrations, and presenting complaints to a union, human resources department, or person with a higher authority level than the legitimate leader, thus diminishing the referent power the leader may have. Neil Alden Armstrong,^[21] who was an American astronaut and the first person to walk on the moon, embodied the ideal of personal power. He embodied “expert power” by having experience as an astronaut, naval aviator, test pilot, university professor, and aerospace engineer. Because of his expertise, he possessed “referent power” as a leader, and peers and followers viewed him as a unique individual who possessed skills and knowledge that far surpassed theirs in the same field.

Position power is derived or granted from executive leaders or governing bodies and is commonly delegated down the chain of command, as represented in government and military organizations. A leader who holds a legitimate position of authority in an organization has more potential to influence the dyadic relationship between the leader and the led than a leader who does not have legitimate power. This also means that there are more opportunities for abuse of the power relationship between the leader and the led. Power is used to influence followers or subordinates to do something they otherwise might not do on their own. Some leaders use power to make people do what they want in manipulative ways, which ends in negative results. “Power can corrupt and absolute power can corrupt absolutely.”^[22] Without power, leaders and managers could not achieve the organization’s vision and mission. Because of this, leadership and power are intertwined, with the leader using power to influence the action of followers and subordinates to achieve a desired end state or purpose.

empowerment

Involves autonomy, shared responsibility, and influence in making important decisions by the leader and the led. The level of authority a leader possesses can determine the level of decentralization allowed to subordinates and subunits.

personal power

This power is derived from followers and is based on the leader’s or on a particular follower’s behaviors in terms of the amount of referent and expert power he or she possesses.

legitimate leader

Possesses the formal downward flow of authority given to a leader or manager by an authorized agent (owner or executive manager) over the work activities of followers or subordinates, as well as their adherence to rules and direction. Consent of a legitimate leader’s authority rests in the hands of the follower as much as the person providing the authority.

informal leader

A person, follower, or subordinate who does not hold a legitimate leadership position in an organization but may also display charismatic leadership.

position power

Derived from executive leaders, this power is delegated down the chain of command as best represented in government and military organizations. A leader who holds a legitimate position of authority has more potential to influence power than an employee who is not in a position of legitimate authority.

3.1 Elements of Personal Power

expert power

The leader possesses relevant knowledge of the organization, technical skills, and people skills. Expert power will only remain as long as dependence on the leader is maintained, based on his or her expertise. Expert power commonly justifies legitimate power.

referent power

Centers around the desire of others to please the leader or a particular follower. This is reflected in strong positive feelings and affections for the person and is closely related to his or her charisma.

Expert power involves the leader possessing task-relevant knowledge of the organization as well as technical and people skills. Organizational knowledge includes the leader's unique knowledge about the best way to perform a task based on the position he or she holds within the organization, solving technical or management problems based on the leader's unique skill set, or solving employee or subordinate problems based on the leader's people skills. Each of these areas builds on recognizing the leader's expert knowledge and provides potential influence over subordinates, peers, and superiors. Expert power is only relevant if followers, peers, or superiors are dependent on the leader's expertise. When the leader has a lot of expert power, is trusted, and is viewed as a reliable source of information and advice, the followers, peers, or supervisors provide the leader with credibility and a reliable source for future actions. It is essential for the leader to develop and maintain a reputation for technical expertise and strong credibility within the organization to retain expert power.

Referent power centers around others' desire to please the leader or a particular follower and is strongly related to charisma. This is reflected in the strong positive feelings and affections, admiration, and loyalty for the leader. People are usually willing to do special favors or carry out requests without question for someone they greatly admire. The strongest form of referent power involves the influence process called personal identification, where the follower will not only follow the request of the leader but comply by mimicking the leader's behavior and possessing similar attitudes.

3.2 Elements of Position Power

legitimate power

Formal authority over work activities. The influence process is complex, emphasizing a downward flow of authority from owners to executives to managers. Consent of legitimate power is dependent on the led complying with rules and directions.

coercive power

This type of leadership is based on the leader's authority over punishments. This power varies by leadership responsibility in any given organization.

Legitimate power derives from an owner's or senior executive's formal authority over work activities given to a subordinate leader. The influence processes associated with legitimate power are complex. The emphasis is on a downward flow of formal authority from executives to managers and from owners to executives. Consent of legitimate power is dependent on the led as members of the organization comply with rules and directions from leaders based on a mutual understanding of what benefits are given. The amount of legitimate power is related to the scope of authority, which is normally documented in organizations in the form of charters, contracts, or written job descriptions.

Coercive power is based on the leader's authority over punishments. This power varies by leadership responsibility in any given organization. The coercive power residing in military or government officials is generally greater than in the private sector. The coercive power of subordinates over those of their leaders or supervisors varies from organization to organization based on equal opportunity and grievance policies. In many organizations, the subordinate can indirectly influence the performance evaluation of his or her supervisor, damage the leader's reputation, initiate grievances, hold demonstrations, or make complaints to higher management, whereas the supervisor may have legitimate authority to exercise coercive powers based on the authority and responsibility delegated to him or her but use power to punish instead of correcting the deficiency. Followers can stage sit-ins as was recently done by teachers in the Wisconsin State Capitol when they became dissatisfied with contract negotiations and their loss of power.^[23] Or followers can work toward having the leader removed, as in the case of former San Diego mayor Bob Filner, who resigned in the middle of a recall effort led by female staff who made allegations of inappropriate contact. The women and their coalition of followers demanded his removal based on these allegations of behavioral misconduct toward women.^[24] This example demonstrates the effectiveness of people without legitimate authority using statutory laws to influence the removal of a leader.

reward power

The perception by the follower that the leader controls important resources and rewards desired by the follower. Reward power stems in part from formal authority to allocate resources and rewards. The leader's reward power is strongly representative of followers' judgment of the leader's level of procedural and distributive justice.

Reward power is the perception by the follower that the leader controls important resources and rewards that the follower wants. Reward power stems in part from formal authority to allocate resources and rewards. Reward power involves not only the leader's or manager's actual control of resources and rewards but also the perception that the follower or subordinate has the capacity and willingness to follow through on his or her duties and responsibilities. Reward power can influence the unwilling and cause reluctant employees to perform at a higher level than they normally would. We address rewards further in Chapter 7.

Information power is the control of information, both laterally and vertically, while having both an upward and a downward power influence. This power involves access to essential information and control over its distribution to others. Leaders and managers often have access to information that is not directly available to all their peers and is more than likely not available to subordinates. A leader who controls the flow of information can control the type of information that is distributed to peers, followers, or subordinates. This presents the opportunity for a leader to manage the type and quantity of information flowing to others. Leaders who are overcontrolling can even distort the information to obtain a position of advantage over others. A leader who controls information both laterally and vertically can develop an upward and downward power influence by managing access to essential information and control over its distribution to others. Interpreting information for subordinates can influence subordinates' perception and attitudes and make them dependent on the leader. In turn, when subordinates receive needed information to make decisions by and through the leader, he or she has an information advantage.

Ecological power^[25] involves control over the physical environment, technology, and organization of the work and provides an opportunity for indirect influence over other people. The subtle rearrangement of the situational environment is sometimes called situational engineering or ecological control.^[26] The workflow design and layout of physical facilities determine which employees interact with each other and who initiates action for whom. An example is a large bakery line where bread dough is mixed in large vats, placed in rising bins, moved to ovens, and removed from bins, and the bread is sliced and packaged for transportation and delivery. The speed of the employees' work is controlled by each timed movement of machines.

Reward power is a type of power where the leader controls resources and gives rewards to followers. Do you think reward power is an effective use of power by leaders? If so, in all or only some circumstances?



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information power

Control of information both laterally and vertically can have an upward and downward power influence. This power involves access to essential information and control over its distribution to others.

ecological power

This type of power involves the control over the physical work environment. It can include access or changes in technology and the organization of work activities. Leaders can indirectly influence employees by the use of ecological power. The subtle rearrangement of the situational environment is sometimes called situational engineering or ecological control.

TABLE 4.2 Sources of Power

Type	Definition	Example Leader	Example Employee
Personal Power: Leadership behavior determines the amount of expert and referent power the leader enjoys from followers or subordinates.			
Referent	Centers around the desire of others to please the leader or a particular follower. This is reflected in strong positive feelings and affections for the person.	A leader imitating another leader's leadership style. Conducting themselves in a manner that they think the leader would want them to display without being asked.	A follower performing a task without question to gain acceptance from and please the leader. Displaying a form of loyalty and friendship toward the leader.
Expert	The leader possesses task-relevant knowledge of the organization as well as technical and people skills. Expert power will only remain as long as dependence on the leader is maintained based on his or her expertise.	A leader who owns intellectual property rights over the design of a medical procedure or a manufacturer who owns a patent in a new product design.	A leader relies on a subordinate's expertise in information technology processes or a marketing concept. The leader may be a generalist, while some subordinates are experts in their professional field.
Position Power: Derived from executive leaders and delegated down the chain of command or leadership as best represented in government and military organizations. A leader who holds a legitimate position of authority has more potential to influence power than an employee who is not in a position of legitimate authority.			
Legitimate	Power coming from formal authority over work activities. The influence processes associated with legitimate power are complex. The emphasis is on a downward flow of authority from executives to managers and from owners to executives.	The CEO of the company is approved by a board of directors. The CEO selects a person to lead a department and provides the requisite authority and responsibility to do so.	An employee acknowledges the selection of a department manager by the CEO. The employee recognizes the legitimate position of the department head and understands that compliance with the rules and regulations and his or her performance will lead to a favorable outcome.
Reward	The perception by the follower that the leader controls important resources and rewards desired by the follower. Reward power stems in part from formal authority to allocate resources and rewards.	The leader possesses the authority to grant an economic incentive, such as a pay increase or bonus, for great performance. Another example is an award bestowed for performing duties and responsibilities above and beyond what is expected.	The employee perceives the leader as having authority to grant a monetary reward for attaining superior performance rather than just meeting the standard. An employee receives a promotion to another position with more authority, responsibility, and pay.
Coercive	Coercive power is based on the leader's authority over punishments. This power varies by leadership responsibility in any given organization.	A leader provides a letter of reprimand to a subordinate indicating what he or she did wrong to earn the admonishment and what he or she needs to do or how he or she needs to behave to ensure success in the future. Often coercive power can begin with a verbal reprimand or counseling, followed by a written reprimand and a deduction in position and pay, and may end in the firing of the employee if he or she is incorrigible. Based on the type of infraction, some punishments require automatic dismissal from the organization.	In some organizations, employees can indirectly influence the performance assessments of their supervisor. Subordinates can also damage the reputation of the leader by not performing to capacity; initiating grievances; sabotaging production or implementation efforts; initiating complaints to higher headquarters; or holding demonstrations.
* Source: Carwright, D. (1965). <i>Leadership, influence, and control</i> . In J. G. March (Ed.), <i>Handbook of organizations</i> . Chicago: Rand McNally.			

Type	Definition	Example Leader	Example Employee
Information	Control of information both laterally and vertically can have an upward and downward power influence. The power involves the access to essential information and control over its distribution to others.	The leader receives the organization's mission, which includes details to every section in the company as to what tasks and support relationship they have in order to achieve the organization's long-term strategy. The leader takes this information and compartmentalizes it when speaking to subordinate sections, only sharing the information that pertains to their section.	The subordinate receives incomplete information of an operation his or her section is responsible for because he or she only needs to know this detailed information to perform the section's mission. When subordinates have information the leader needs to make a decision, they have an information advantage.
Ecological	Ecological power involves the control over the physical environment, technology, and organization of the work and provides an opportunity for indirect influence over other people. The subtle rearrangement of the situational environment is sometimes called situational engineering or ecological control.*	The manager provides the weekly hours and task assignments indicating what time people work and what work activities they are responsible for. The manager regulates employee behavior by constricting or limiting the use of a piece of technical equipment for a specific purpose.	The employee's designated lunch period has been reached. The employee has the choice to sit in the indoor break room or sit outside at the picnic area. Fifty feet from the building is the smoking area for those who smoke. The employee can also leave the company's premises.
* Source: Carwright, D. (1965). <i>Leadership, influence, and control</i> . In J. G. March (Ed.), <i>Handbook of organizations</i> . Chicago: Rand McNally.			

From the definitions we have reviewed concerning the types of personal and position power, we can identify that some power holders have no trace of position power, as they do not hold a legitimate leadership position within an organization and, in this case, have no legitimate authority. They do, however, hold personal power in the form of referent and possibly expert power. Power relationships between the various organizational leaders concern the dyadic relationship between the leader and the led. If leaders of competing departments do not work in a cohesive manner and do not use power in an effective manner, they can harm the welfare of many of the organization's employees. The following subsections discuss whether leadership power is a privilege or right, the leader-follower power gap in the absence of effective leadership, and preventing the abuse of power. This section also provides a view of power from the leader's and manager's perspectives. The section ends with a discussion on the politics of power.

3.3 Leader Power: A Privilege or Right?

Although leadership and the exercise of power are distinguishable activities, they overlap in various ways. An example is that leaders who hold a high rank in an organized system have power stemming from their legitimate position of authority. These leaders are not hesitant to exercise or leverage their position power to influence employee behavior to achieve a desired organization outcome in order to further their personal purpose at the employee's expense. Fortunately, leaders do use power differently. While some leaders create a leadership climate of coercion and intimidation to gain advantages for themselves, many others use position power as a supplemental gift, acting as if the power given to them is a privilege to foster a harmonious leadership climate that encourages cooperation and a willing effort from followers.

3.4 The Leader-to-Follower Power Gap

This is the least attractive outcome of the exercise of power in an organization and is often the result of having a leaderless organization or one with an ineffective leader, where the leader-to-follower power gap leads to unseen illegitimate manipulators of power in the organization. This invisible gap between leader and follower can be readily envisioned by the illegitimate power holders in our society pulling the proverbial political strings of those in office. To correct situations, leaders cannot afford to be invisible and just manage the organization; instead, they need to understand the personal and position power they possess.

3.5 Preventing the Abuse of Power

Organizational stakeholders, including executive board members, employees, and investors, desire to prevent a leader's abuse of power. Because of this, they are inclined to target unpopular or abusive leaders, often becoming hostile to them, by diminishing their personal power and attempting to strip them of position power. Though leaders are essential to any organization, when corrupt or abusive leaders are held accountable, a superior leader can diminish the power of the legitimate leader and increase the power of the employees by empowering them in order to attain a collaborative balance. Organizations require effective means of holding legitimate and informal leaders accountable, and these leaders can serve as checks and balances for those unseen power brokers that keep an organization from achieving its vision and mission.



Video Clip 2

Position Power Leadership

This tongue-in-cheek video discusses the abuse of position power by Enron's CEO.



View the video online at: <http://www.youtube.com/v/Y0f5I8XQDOA>

3.6 Leader and Management Power: Two Views

Leaders and managers have different styles of supervision and behavior. The stereotypical manager strives to exert control over subordinates solely through a transactional leadership style. These types of managers set rules, tell others what to do, and react to nonconformity and rule-breaking swiftly to maintain organizational efficiency and effectiveness. Leaders, on the other hand, strive to exert influence over followers by persuading them that their idea is the best idea to accomplish the task at hand. Leaders attempt to excite their followers. In order to do this, leaders behave in a proactive manner by determining potential obstacles and outcomes. Leaders may break rules or encourage followers to break rules in order to reach the common goal.

It is necessary for leaders to exercise power and for organizations and societies to grant power to people to achieve specific purposes. Because of this, leaders are often preoccupied with power and need to define the types and levels of power they have at their disposal.

Power is directly related to relationship building and has two parts.^[27] One part of leadership power is held over followers or subordinates and represents the degree to which employees are dependent on the leader for something he or she has that the employee cannot obtain from other sources. The second part is the employees' power over the leader, which is the degree to which the leader is dependent on the employees for something that they have and that the leader cannot readily obtain from other sources. A balanced dyadic power relationship is one in which leader and led are more or less equally dependent on each other; an imbalanced power relationship occurs when either the leader or the follower is more dependent on the other. In case of a possible power imbalance, it is the responsibility of the leader to ensure an appropriate dyadic balance between the leader and led is attained, as doing so benefits the overall organizational climate.

3.7 The Politics of Power

Power politics means being very clear about where the formal organizational position power resides and how it is used. The use of **political power** is part of influence tactics. An example is when legitimate power (a subpower to position power) is intended to influence organizational decisions to gain benefits for a particular individual or group of people over others. One political power tactic involves an attempt to influence how important decisions are made and who makes them. An example would be the introduction of your items of discussion into the agenda to influence how a project will be accomplished or what projects are decided on. In this sense, you ensure your decision-making criteria are addressed where they benefit your area of interest or need. Political tactics can also include a more sinister or darker agenda where you are defending your position against opponents to your views with the aim of silencing or marginalizing your opposition. In other words, politics occur when people choose their words and actions based on how they want others to react rather than based on what they really think.^[28]

Leadership is the essential component of any organization, as without a leader the organization does not have an efficient and effective way to provide direction, guidance, and purpose to subordinate teams. Leadership should be considered a privilege and not a right, as by believing it is a right, leaders may increase the leader-follower gap and become too distant from their employees. Being too distant from followers or subordinates can lead to abuse in the position power leaders or managers have. It is also important for leaders to understand the political power that roles and responsibilities have in an organization. In most cases, leaders have management functions, and all managers have leadership responsibilities; understanding how personal and position power relate to each role is critical to being an effective manager/leader or leader/manager.

power politics

Being very clear about where the formal organizational position power resides and how it is used.

political power

Political power occurs when people choose their words and actions based on influencing how they want others to react rather than based on what they really think. Additionally, political power can derive from successful competition for perceived limited resources.

KEY TAKEAWAYS

- Personal power includes *expert* and *legitimate* power as subcategories. Position power includes *legitimate*, *reward*, *coercive*, *information*, and *ecological* power.
- Personal power is derived from followers and is based on the leaders' behaviors in terms of the amount of referent and expert power the leader possesses.
- Position power is derived from executive leaders, and it is delegated down the chain of command as best represented in government and military organizations. A leader who holds a legitimate position of authority has more potential to influence than an employee who is not in a position of legitimate authority.
- Power lodges itself somewhere in the organization, and if the leader is not aware of what or how to use his or her personal and position power, followers will surely take the opportunity to leverage and fill any power gap the leader leaves. Because of a misunderstanding regarding what personal and position power leaders possess and how to use it, there is often no clear succession of position power or order among organizations. This leaves us with the issue that "employees" (followers or subordinates) will take power away from an individual or group they dislike and inadvertently empower other people they like more. In worst-case scenarios, power may lodge in an organization that does not have a legitimate leader. When this occurs, the organization may become less efficient and effective, as there is no formal chain of leadership from executive to the lowest legitimate power level of the organization to communicate essential information.
- The source of power for a manager is different from the source of power for a leader. Managers derive power from the formal authority vested in them. Managers often possess the ability to negatively impact the lives of subordinates through schedule changes, hour reductions, and various punishments up to, and including, termination. Managers make decisions and expect subordinates to follow the rules and ask few questions. When things go right, managers take all the credit.
- Leaders, by contrast, derive power from the charm and allure they possess. Leaders are able to influence others through their charismatic style; followers naturally seek to assist and support these types of leaders. Although they may hold no formal authority over followers, leaders, nonetheless, wield significant power. By appealing to the emotions of followers, leaders excite passion and devotion in those whom they lead.
- Power is directly related to relationship building and has two parts.^[29] One part of leadership power is held over the follower or subordinate, representing the degree to which the employee is dependent on the leader for something he or she has that the employee cannot obtain from other sources. The second part is the employee's power over the leader, which is the degree the leader is dependent on the employee for something he or she has that the leader wants and cannot readily obtain from other sources.
- Political power occurs when people choose their words and actions based on how they want others to react rather than based on what they really think.^[30]

E X E R C I S E S

1. Identify whether the following situations apply to personal or position power:
 - a. An executive organizational leader assigned Danielle to a management position. She reviews her job description to determine the level of authority and the responsibilities associated with the position.
 - b. Matt provides a great behavioral example to his followers. They especially trust his knowledge and willingness to coach them on topics to make them more effective and efficient in their jobs.
2. What elements of power would you use in the following situations?
 - a. Grant performs a task without question to gain acceptance from and to please the leader. He is especially loyal to his supervisor and tries to emulate his behavior.
 - b. Bev arrives to work to her designated cubicle along with her colleagues. There are designated lavatories for men and women, a break room, and a staff meeting room. The floor manager has a private office to perform his or her work. Policy dictates that work computers must not be used for personal business. The posted hours of work are from 9 a.m. to 5 p.m. Monday through Friday. A schedule of work activities and assignments for the work week are posted on the bulletin board in the common area.
 - c. A supervisor relies on Reid to perform a crucial task for the organization that only he knows how to do. Without Reid's knowledge, the supervisor cannot decide on the next months' work activities.
 - d. Claire receives incomplete information concerning the company's strategic direction. She asks the supervisor for more information, but he states that she does not need to know and has enough facts to complete her section's work.
 - e. Claire has critical knowledge passed to her from her subordinates that can affect the supervisors' upcoming decision on formulating the quarterly work plan. She decides to not pass it on to the supervisor at the moment.
 - f. A group of employees does not like Bob, as he often uses coercive influence tactics to meet his personal short-term goals. They decide to only do the minimum level of work necessary to meet the company quota. If Bob persists in coercing them to work harder, they are planning to write a letter to Bob's supervisor. If this does not work, they are considering a walk-out and will explore joining a union.
 - g. Andrew perceives his supervisor as having the authority to grant a bonus for attaining superior results that will drive sales over the expected outcome.
 - h. Based on Andrew's consistent above-average performance, the supervisor is going to recommend him for a sales manager position.
 - i. Caroline acknowledges Sam as the new department leader, as he was selected by the owner of the store. She has agreed to comply with the rules and regulations of the store manager and adhere to the directions Sam provides her for her day-to-day employment activities.

4. CHAPTER SUMMARY AND CASE

Chapter Summary

- The team you are leading may be part of a larger formally structured company team or a more loosely defined, unstructured volunteer team. In every case, the teams will be unique to the mission they are charged to execute, with the one leadership constant involving the formation, enrichment, and sustainment of the team effort.
- The leadership climate is directly attributable to the leader's values, expertise, and behaviors. Leaders shape the team climate of the organization, no matter the size of any particular team. It is recommended that the leader assess the climate within ninety days of building the team.
- Effective organizations require teamwork, which is based on individual trust and cohesion laterally and vertically within the organization. The mix of skills will dictate the need to keep versatility in planning functions. Team building is an ongoing process, as forming the team may be an ongoing annual process in certain organizations. One of the early challenges facing leaders who experience high turnover is keeping a cohesive team together once it is formed. Only then can you meet the enrichment and sustainment stages of moving the team forward.
- *Adaptability* involves leaders' ability to recognize changes in the organization's environment identified in the *area of operation/responsibility* the organization occupies in performing their mission and the *area of influence* the organization is concerned about for future opportunities or threats.

- Complex adaptive systems are used to explain how emergent processes can facilitate adaption by organizations to turbulent environments. *Complexity theory* involves interacting units that are dynamic (changing) and adaptive, and the complex pattern of behaviors and structures that emerge are usually unique and difficult to predict from a description of the involved units.
- Personal power includes *expert* and *legitimate* power. Position power includes *legitimate*, *reward*, *coercive*, *information*, and *ecological* power.
- Personal power is derived from followers and is based on the leader's or a particular follower's behaviors in terms of the amount of referent and expert power he or she possesses.
- Position power is derived from executive leaders, and it is delegated down the chain of command as best represented in government and military organizations. A leader who holds a legitimate position of authority has more potential to influence than an employee who is not in a position of legitimate authority.
- Power lodges itself somewhere in the organization, and if the leader is unaware of what or how to use his or her personal and position power, the followers will surely take the opportunity to leverage and fill any power gap the leader leaves. Because of a misunderstanding regarding what personal and position power leaders possess and how to use it, there is often no clear succession of position power or order among organizations. This leaves us with the issue that "employees" (followers or subordinates) will take power away from an individual or group they dislike and inadvertently empower other people they like more. In worst-case scenarios, power may lodge in an organization that does not have a legitimate leader. When this occurs, the organization may become less efficient and effective, as there is no formal chain of leadership from executive to the lowest legitimate power level of the organization to communicate essential information.
- The formation stage of team building identifies the kind of leader you are. It involves receiving, orienting, and sharing the values and standards of the company; sharing the vision, mission, and operational intent; providing the standing operating procedures the team uses; and highlighting the organizational history. Each of these areas plays a part in achieving employee buy-in to the team goals and organizational vision and mission. This stage is crucial to making the team member feel fully accepted. Good sponsorship of a new team member is important and makes a difference between success or failure for the new arrival and the entire team.
- Three areas of the enrichment stage include the leader's actions, training, and the team's development during the conduct of operations. Leaders' actions include learning how to trust by listening, following up on what they hear, establishing clear lines of authority, and setting standards. Taking care of team members is essential during this stage.
- During the sustainment stage, employees identify with "their team." They develop ownership, take great pride in the team's accomplishments, and continually work for the team to succeed. At this stage, employees will do what is necessary without being directed to do so. Every new mission gives the leader a chance to strengthen the bonds and challenge the team to reach for new heights of accomplishment. The leader develops his employees because he or she knows they will be tomorrow's team leaders.
- Developing an *adaptive culture* represents a leadership belief in actively monitoring the area of operation/responsibility and influence for emerging opportunities and threats and then adapting to them in a manner that solves the unique environmental situation that presents itself to the leader.
- Being an adaptive leader includes the ability to recognize changes in the environment, identify the critical elements of the situation presented, and make the appropriate decision to mitigate the situation presented. Deciding to adapt is as important as determining *how* to adapt.
- Leaders must be cognizant of and adapt to evolving threats to the organization and the people they serve, take advantage of innovations (technological, procedural, etc.), and adjust to societal changes.
- The source of power for a manager is different from the source of power for a leader. Managers derive power from the formal authority vested in them. Managers often possess the ability to negatively impact the lives of subordinates through schedule changes, hour reductions, and various punishments up to, and including, termination. Managers make decisions and expect subordinates to follow the rules and ask few questions. When things go right, managers take all the credit.
- Leaders, by contrast, derive power from the charm and allure they possess. Leaders are able to influence others through their charismatic style; followers naturally seek to assist and support these types of leaders. Although they may hold no formal authority over followers, leaders nonetheless wield significant power. By appealing to the emotions of followers, leaders excite passion and devotion in those whom they lead.

- Power is directly related to relationship building and has two parts.^[31] One part of leadership power is held over the follower or subordinate, representing the degree to which the employee is dependent on the leader for something he or she has that the employee cannot obtain from other sources. The second part is the employee's power over the leader, which is the degree the leader is dependent on the employee for something he or she has that the leader wants and cannot readily obtain from other sources.
- Political power occurs when people choose their words and actions based on how they want others to react rather than based on what they really think.^[32]

Chapter Case

Case Study: Team Building, Adaptive Leadership, and the Use of Personal and Position Power

Reid was having a tough week. He had just been promoted to lead the department in a different store. He had new responsibilities, new subordinate section leaders, and new employees. Then, on the third day of his arrival, he was informed by the store manager that the district manager was coming to conduct a big inspection concerning his department's adherence to the store layout, inventories, and policies concerning retail selling and record keeping, as well as reviewing his team-building plan and the ninety-day review he would later receive by the store and district manager. A quick check of the records showed that his section leaders were not following standard operating procedures for sales, inventories, or for record keeping. The records were sloppy or incomplete, and a lot of the scheduled sales training and inventories had not been conducted. On top of these issues, he thought that a male section leader, who was close to the departed department head, did not like him. The employees reporting to this section leader appeared to fear him.

After receiving the store manager's guidance about the upcoming inspection and having begun the formation stage of his team-building protocol, Reid briefed his section leaders on the requirements and wanted to hear their assessment of each section and their recommended plans on how they would get ready for the inspection. He soon recognized that due to the state of the department, he would have people work late, and to do this, he needed the store manager's approval and the buy-in of the department's employees. Reid could have complained about his predecessor, but he thought it best to just stick to the facts and talk about what he had found out about the department's lack of adherence to store and company standards. He suspected the abrasive section leader was the favorite of the departed department head and for all he knew may have been complicit in helping lead the department's leadership team to its current state. Reid wanted to look forward and not backward in building the new team with him at the head.

The abrasive section leader asked, "You're going to work late."

After checking his plan, Reid replied, "Yes, I think it is necessary to meet the standards set by the store manager and the company."

The abrasive section leader made a sound that could have meant "OK," or it could have meant, "You're being foolish and wasting our time," but he was not sure.

The next day, Reid informed the section leaders first and then addressed all employees on what they would have to accomplish before the inspection took place. One of the employees stated that the old department head would have just fudged the paperwork to get the department through. Reid thought about this and wondered if the section leaders were complicit in these actions as well. But he told the department employees to do the work correctly and that he did not accept fudging of paperwork, knowing that this would not set the correct leadership climate for the department. Reid instead informed the employees not to take shortcuts and do the work in accordance with the standing operating procedures and standards set by the district and store managers. He further explained that they would do the best they could, and if they did not pass, they would do better the next time. Reid said that he would accept responsibility for the department's deficiencies.

Reid then asked the department employees for their thoughts on how to get ready. He listened to their ideas and offered some of his own. One employee suggested that they could outperform other departments by taking shortcuts like his predecessor did. Reid did not want to bad-mouth his predecessor, as he was responsible now. He dismissed the idea by stating it would be nice to be the best department, but they were not going to cheat to get ahead; they would have to earn the distinction by taking the appropriate actions.

The night before the inspection, some members of the department worked longer hours with compensation; some volunteered to work a few hours later than usual the night before the inspection. At one point, Reid found an employee napping in the store's break room.

Reid asked him, "Do you want to finish up and go home?"

The employee stated with surprise, "I did not think you'd still be here!"

"Where else do you think I would be?" he asked.

The next day, the store manager asked her if she thought they would pass the inspection.

"Not a chance," he replied.

Later, when the inspector was going over documents, he asked if his employees could follow along. "I want them to see how to do a thorough inspection," he told the inspector. As the employees followed the inspector around and learned how to look closely at the process and documents, one of them commented that the department had never allowed them to be around for any inspection up to this point.

Later, when the store manager went over the results of the inspection with Reid and his section leaders, he looked up at Reid as he read the failing score. Reid was about to state, "We will try harder next time," but decided not to say anything. Instead, the abrasive section leader spoke up and stated, "This is the first time the department failed an inspection, but we are already better off than we were the day before yesterday, failing grade and all, because of the team-building steps we have taken together."

1. What team-building steps did Reid initiate as the new department leader facing an inspection shortly after taking his leadership role?
2. How did you see Reid adapt to his new role and the situation he faced? How would you use personal and position power in this case study?
3. Facing a ninety-day review by the store and district manager, what steps would you take in conducting a review of your department leadership and organization climate? What team-building and assessment plan would you develop and share with your leadership?

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