An essential part of management is co-ordinating the activities of people and guiding their efforts towards the goals and objectives of the organisation. This involves the process of leadership and the choice of an appropriate form of behaviour. Leadership is a central feature of organisational behaviour. The manager must understand the nature of leadership and factors which determine the effectiveness of the leadership relationship.

The learning objectives of this chapter are to:

- explain the meaning and importance of leadership in work organisations;
- recognise the nature of managerial leadership and the exercise of leadership power and influence;
- detail patterns of managerial leadership and main approaches to and studies of leadership;
- examine leadership as an aspect of behaviour and different styles of leadership;
- assess contingency theories of leadership and situational factors which determine the characteristics of leadership;
- explain the nature and main components of transformational leadership;
- evaluate the variables which determine effective managerial leadership.

Chapter 8 examines the nature of leadership and factors which determine the effectiveness of the leadership process. Directing the efforts of members of the organisation is an essential part of management. This chapter looks at the leadership relationship, different approaches to and styles of leadership, main studies and contingency theories, and situational factors which determine the characteristics of leadership.

The meaning of leadership

There are many ways of looking at leadership and many interpretations of its meaning. It is important, therefore, to be clear in which context the term is used. It is difficult to generalise about leadership, but essentially it can be seen as: a relationship through which one person influences the behaviour or actions of other people. Leadership is, however, a dynamic process and the leader/follower relationship is reciprocal. Effective leadership is a two-way process.

Sometimes, management and leadership are seen as synonymous. However, although there is a close relationship between leadership and management in work organisations, there is a difference between the two. The emphasis of leadership is on interpersonal behaviour in a broader context. It does not follow that every leader is a manager; but to be an effective manager it is necessary to exercise the role of leadership. As part of the discussion on leadership and management, course members could be asked to refer back to the alternative assignment in Chapter 6 and whether they believe lecturers are more managers or leaders.

The leadership relationship

It could be helpful to point out that the leadership relationship may occur in a number of ways. A leader may be imposed, formally appointed or elected, chosen informally or emerge naturally.
through the demands of the situation or the wishes of the group. Leadership may also be attempted, successful or effective. The leader may exercise authority as an attribute of formal position, or on the basis of personal qualities or charisma. Leadership influence will depend upon the type of power that the leader can exercise over other people. (See Table 8.1.)

Examining the influence of a lecturer over students could form the basis of a useful discussion on the broad nature of the leadership relationship.

**Approaches to leadership**

There are many ways of analysing leadership. It is helpful, therefore, for both lecturers and students to have some framework in which to consider different approaches to the study of the subject. Figure 8.1 provides one suggested framework.

**Styles of leadership**

In the work situation, increasing attention has been given to style theories and leadership as a behavioural category. Although greater emphasis has been placed on a more democratic and participative approach, there is a wide range of possible leadership behaviour. However, despite the many types of actual leadership behaviour, there appears to be general agreement on two major dimensions of leadership: (a) concern for the task, production or structure; and (b) concern for maintenance, people or consideration. (See summary in Figure 8.3.) The work of Tannenbaum and Schmidt and the continuum of leadership behaviour provides a helpful focus for discussion on main styles of leadership.

**Contingency theories of leadership**

Contingency theories draw attention to the importance of *situational factors* when considering the characteristics of leadership. The most appropriate form of leadership is dependent upon the variables in a particular leadership situation. Main situational variables include: favourability of the leadership situation; decision quality and decision acceptance; the personal characteristics of subordinates and the nature of the task; and the ‘readiness’ of the followers or group.

**Transformational leadership**

In recent years greater attention has been given to the concept of transformational leadership and the distinction with transactional leadership. This could be the focus of an interesting discussion among students who can be encouraged to relate the concept to their own views and experiences of business competitiveness and ‘transformational leaders’. Such discussion may also provide a useful link back to earlier mention of sapiential authority or charisma and referent power as part of the consideration of the leadership relationship.

**No one best style of leadership**

It is usually claimed that a human relations, people-centred approach is more likely to lead to job satisfaction and effective performance from work groups. It is important to note, however, that *it is not always the case that democratic styles of leadership are best and there may be occasions when a more autocratic style will be more effective.* Different styles of leadership may also be most appropriate at different stages of a business. Another major variable influencing choice of leadership style may be national culture. There is no one ‘best’ style of leadership and special note should be made of the range of variables which underlie the effectiveness of managerial leadership in work organisations.
Debate
‘Organisational success depends ultimately on the qualities of its leaders. But leaders are born to be so: it is not possible to train a person to become an effective leader.’

Some starting points

For
- Leadership is an integrating activity ensuring organisational co-ordination and control through the ability to make rapid and decisive decisions that are not constrained by bureaucratic policies or procedures.
- The underlying ‘leadership personality’ must be there to start with. Great leaders have in common a certain charisma and this cannot be instilled in a person through a training course. You either have it or you don’t.

Against
- Many factors affecting organisational success are outside the leaders direct control. Leadership behaviour is also constrained by the demands, pressures and boundaries imposed by others.
- There is more to leadership than charisma. Most organisational leaders do not need this ideological approach to be effective. Specific attributes and skills of leadership can be developed and improved through training.

Assignment 1: Least preferred co-worker (LPC) scale

Determining your score
1 Add your ratings to obtain a score between 16 and 128.
2 Arbitrarily dividing the rating range at the midpoint of 56 gives an indication of a person’s leadership orientation style.
3 The high LPC individual perceives the least preferred co-worker in a relatively favourable manner. This indicates an interpersonal relationship-oriented leader.
4 The low LPC individual describes the least preferred co-worker in unfavourable terms. This indicates a task-oriented leader.
5 Relationship-motivated leaders (high LPC) perform best in situations of moderate control.
6 Task-motivated leaders (low LPC) perform best in situations of very high or relatively low control.
7 Keep a note of your score and the indication of your leadership orientation style.

Assignment 2: T–P leadership style profile sheet

To determine your style of leadership, mark your score on the concern for task dimension (T) on the left-hand arrow in Figure 8.A. Next, move to the right-hand arrow and mark your score on the concern for people dimension (P). Draw a straight line that intersects the T and P scores. The point at which that line crosses the shared leadership arrow indicates your score on that dimension.

Assignment 3: ‘Best’ and ‘worst’ leaders

This assignment is intended to provide examples and discussion of leadership qualities and behaviour based on the personal experiences and perceptions of course members.

The characteristic qualities of leadership can be identified in many ways and it should be helpful to compare and contrast lists of both ‘best’ and ‘worst’ leaders under the three broad headings of: personal attributes; social relationships; and task performance.

It is important to emphasise the need for balanced and objective responses. Remember that even the ‘best’ leaders are likely to have some weak points; and even the ‘worst’ leaders some good points.
Assignment 4: Your leadership style

Objective
To assess your personal propensity for transformational or transactional leader style.

Scoring key

<table>
<thead>
<tr>
<th>Transformational</th>
<th>Transactional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your point(s):</td>
<td>Your points(s):</td>
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<tr>
<td>1    B ________</td>
<td>1    A ________</td>
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<td>2    A ________</td>
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<td>10   A ________</td>
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</tbody>
</table>

Column totals: ________ ________

The higher column total indicates that you agree more with, and see yourself more like, either a transformational leader or a transactional leader.


After completing the scoring, course members could be encouraged to compare and discuss with colleagues.
Case study: International practice – British Petroleum

This case study helps to illustrate the importance of effective leadership in modern business organisations. The case provides an example of the practical application of some ideas and concepts discussed in this chapter and also provides links with other chapters in the book. **Key issues include the following.**

The need for British Petroleum (BP) to face a fundamental change in its culture, strategy and organisation. Downsizing and delayering, together with the constant pace of change, have resulted in a new employment partnership between BP and its employees. This has resulted in a dramatic impact on leaders and their roles in the organisation. *(See also Chapter 6 on The Nature of Management.)*

Leaders had to recognise and learn new skills, build empowered teams and balance a number of tensions. Leaders have to be flexible, adaptable and able to operate effectively in different cultures. In order to sustain current performance and future growth the most senior leaders require skills in organisation development (OD). They have to inspire others and become coaches to their own staff. *(OD is discussed in Chapter 22.)*

The case draws attention to the importance of effective and relevant leadership development. A key part of the new performance culture is personal development plans prepared by the individual in partnership with the line manager. A major contribution to the development of senior leaders is the BP Leadership Competency Model which describes the required key leadership behaviours. *(See also the discussion on management development in Chapter 23.)*

The Leadership Competency Model links to a 360-degree feedback and assessment process and to the succession planning process. Monitoring, measurement and reward are key parts of the leadership development process and improved organisational performance.

Students could be asked to discuss fully the significance of the issues raised by this case study. They could also be asked to provide a report relating this case to their own organisation and to give an account of the nature and effectiveness of leadership arising from, *for example:*

- the effects of a change in culture or strategy, and/or downsizing, delayering or other changes in structure;
- the steps taken to help leaders recognise and learn new skills;
- the need to balance a number of tensions within the organisation;
- the effectiveness of the leadership development process including the partnership with line managers;
- the identification of key leadership behaviours and the development of a Leadership Competency Model; and
- the effectiveness of monitoring, measurement and reward systems.

**Additional seminar activities**

**Case study: I want a leadership team not a management team**

Keith Henry, 52, has been chief executive of National Power, the UK’s biggest generator, since 1995. He was previously chief executive of Brown & Root, the international engineering contractor. He joined Brown & Root in 1971 and became managing director of Brown & Root Vickers in 1987 and managing director of Brown & Root Marine in 1989.

‘I am very informal as a person. I don’t like hierarchy and I don’t like status. I wander around in my pullover. I sit in the canteen. I hate the term executive. The terms executive and manager imply status. I don’t want managers, I want leaders. Soon after I arrived, I said that, as we were moving into a new era, we would have a leadership team not a management team. By Stock Exchange rules you have to have the term chief executive, but I don’t particularly enjoy it.

‘My background is construction and project management. I worked at Brown & Root where your assets really were your people. Your life is spent pulling teams together. If you are installing
an oil platform, it is a 24-hour task. It can get extremely rough. Everything you do has to be as part of a team. If you come from a construction background you have to be good with people. It is a skill you pick up. I enjoy being with the average worker. I like spending time on the shop floor finding out what people are thinking. We have employee briefings. The first Monday of every month is open house. The first 25 people who e-mail my office are free to come. I speak and then there are questions and answers. The word gets out that I am a human being. Once people get over an initial nervousness, the questions they ask are very valid.

‘I am an engineer. I come from a line of engineers. One thing that comes from that is that I plan. I can create bar charts and 3D drawings in my head. I can do that a lot better than creating a balance sheet. If we don’t plan, we don’t produce electricity. It is a very hands-on, practical company.

‘A phrase I use a lot is partnership. In the oil industry when prices were falling and profits were cut to the bone, the different players got together to work out how we could pool our resources, rather than arguing over contracts. Partnership is about accepting that we are human beings, that we are trying to do a good job. Co-operation works better than conflict. Carrot works better than stick.

‘I am away two weeks in four. People who do a lot of international travel are pretty good at grabbing sleep and knowing which flights are worth taking. It is just practice. I only ever take hand luggage. That means if a flight is delayed at Bangkok, I can slip up a corridor and get on to an aircraft belonging to a different airline. If I ever checked bags in, I would never get them back.

‘I have spent my life on international projects. I have built up expertise. You get an instinct for when things are going to happen. There are a lot of cultural factors. You have to be very pragmatic about when to walk away from deals. You have to know in which countries you are expected to horse trade. The other question is: do they have the resources to do it? They all want new power stations, but can they afford it? I sometimes talk about these issues over a beer with like-minded colleagues from the oil and gas industry. We are all taking long-term views of the same markets. It is a good way of finding out what is going on.

‘I never take a decision just on my own. I spend a lot of time talking to colleagues. We have a leadership team meeting every Monday between 12 p.m. and 5 p.m. Looking at any plan there are several options. I am a methodical thinker, so if plan A will not work, I have to be ready with plan B. Organisational decisions are most difficult. They are very seldom black and white. But I don’t worry about decisions. The chances are you can’t solve things by worrying. If I worried about everything, I would be a nervous wreck.’

(Source: Vanessa Houlder, © Financial Times, 5 January 1998.)

Activity brief

1. What would you see as the characteristics of a ‘leadership team’ as opposed to a ‘management team’?
2. What do you think Keith Henry means by being ‘good with people’?
3. How do you think that working for international organisations has affected Keith Henry’s style of leadership?
4. Should leaders ‘worry’ about their organisational decisions?

Introduction

This case looks at the approach of one organisational leader, Keith Henry, chief executive of National Power, to his role. He focuses particularly on the importance of ‘leadership teams’ in the organisation as opposed to ‘management teams’. Students are asked to consider the difference between these two types of teams, as well as to consider what it takes to be an effective leader, particularly in an international context.

Question 1

What would you see as the characteristics of a ‘leadership team’ as opposed to a ‘management team’?

This question helps students to review and draw together a lot of the input from Chapter 8. Answers may concentrate on the questions leaders ask, such as ‘what?’, ‘why?’ and ‘where?’, when managers
necessarily concentrate more on ‘how?’. Watson in the text refers to managers’ concentration on strategy, structure and systems while leaders focus on style, staff, skills and shared goals.

None of the examples are conclusive, but they are useful in helping students to see a difference between the definition and responsibilities of management and leadership. It is important, however, that they note that the same people may carry out leadership and management tasks and roles – so that Keith Henry is actually asking his team to focus their attention on leadership rather than on management, and his use of the different terms reflects this.

**Question 2**
What do you think Keith Henry means by being ‘good with people’?

He appears to value particular practices in his ‘leaders’, such as:

- openness with staff
- understanding how people on the shop floor are thinking
- team focus
- direct communication between people at different levels of the organisation
- partnership rather than destructive competition
- co-operation rather than conflict
- carrots rather than sticks.

**Question 3**
How do you think that working for international organisations has affected Keith Henry’s style of leadership?

He suggests that experience of international management has taught him to be pragmatic and to trust his instincts in situations where you do not have all the facts. He varies his behaviour according to local customs, for example: ‘you have to know in which countries you are expected to horse-trade’.

**Question 4**
Should leaders ‘worry’ about their organisational decisions?

This is a question at different levels. On the one hand, leaders cannot worry about all of their decisions on an ongoing basis. This would lead to overload and stress. On the other hand, leaders are responsible for organisational activity which may have wide-ranging impacts on the lives of many other people. To that extent, it is inevitable and just that they take their responsibility for ethical and human impacts of their decisions very seriously.

**Exercise**

*Either*

1. Working in small groups, design and record a ten-minute video with the title ‘The essence of leadership’. Present your completed video to the rest of the class and lead a discussion at the end of the programme.

*or*

2. Taking the role of a ‘shock jock’ on Chatterbox AM Talk Radio, plan and present a thirty-minute ‘phone-in’ on the subject of ‘all political leaders are corrupt’. Role-play the programme remembering that, because you are on the telephone, you shouldn’t be able to see your contributors, i.e. the rest of the group (we suggest that you turn your back to the audience).

At the end of the ‘programme’ discuss the following issues with the rest of the group:

- what conclusion (if any) was reached?
- what problems or difficulties did you find in managing this activity?
1 This will probably be a very popular activity with students – until they are armed with their video recorder and realise the problems. Not only will they have difficulty with the title of the video but they will tend to forget about time constraints. These problems can be approached in two ways:

- If the exercise is a total disaster, discussion can focus on such issues as: leadership processes within the group; the group itself (linking on to Chapter 13); time management (linking back to Chapter 6); and the difficulties in defining the essence of leadership.
- If the exercise is a success, discussion can focus on the video programme itself, together with further discussion on leadership and processes within the group.

Some of the successful videos we’ve seen made by students have included:

- A Jeremy Paxman style interview with students taking the roles of various popular figures including Will Carling, John Major, Anita Roddick and Margaret Thatcher.
- A recruitment interview for the position of leader of ‘Europe 2000’.
- A recruitment interview (by Al Capone) of people to join his team (this one brought out the various dimensions of autocratic and democratic leadership).

2 Again, students will find this a challenging activity because not only will they need to be au fait with both leadership styles and current events but they will also have to be able to manage a discussion with an audience whom they cannot see. Post-activity debate can focus on these areas together with discussion of the issues surrounding charismatic leadership and its ideological approach.

**Assignment 1**

When emphasising transferable skills, employers often say that they are looking for leadership qualities in their recruits. In not more than 300 words describe an event in your life which could be used to illustrate this quality in yourself and which you could use in an interview or on a CV.

**Assignment 2**

Take any two of the leadership theories or models and apply them to a leader, either in the workplace or a public figure in whom you’re interested. You should bear in mind the following:

- You will need to research thoroughly the theories and choose two which appeal to you.
- Look at your chosen leader as objectively as possible, identifying situations and incidents which mark them out as a leader. (If you have chosen a public figure you may need to do some library research at this point.)
- Using your two chosen models, lay them like a template on your leader and see how good the ‘fit’ is.
- What conclusions can you draw? Does the leader you have chosen ‘fit’ the models you have selected? Why or why not?

Your assignment can be either written up (in not more than 2000 words) and/or presented to the rest of the group.

**Assignment 2**

This assignment asks students to apply leadership theories or models to either a workplace leader or public figure. Inevitably, probably, undergraduates with limited work experience will choose public leaders. If this is found to be so then this assignment could be linked to an ensuing discussion on transactional and transformational leadership.
Applications and discussion

Application 1

It's Stardate 23 30 21 and the Starship Enterprise is still ‘boldly going’ its merry way through outer space. All is peace and calm on the bridge: Ohura has managed to find the galactic frequency for One FM; Spock is tuned to ‘Intergalactic Test Match Special’; Mr Sulu is midway through The Hitchhiker’s Guide to the Galaxy (revised edition) and Captain Kirk is surreptitiously practising his sardonic eyebrow lift and wry smile. He knows that his crew are self-motivated, enjoy their job and are happy to work together as a team, contributing to the smooth running of the Enterprise – a typical Theory Y approach, in fact.

Suddenly Ohura loses Zoe Ball and in her right ear she picks up a message delivered in a flat Bawston nasal twang: ‘Now let’s go through this keyhole and see what we have . . . .’

‘Captain,’ she says urgently, ‘prepare for possible invaders: starboard bow’ (why do they never appear on the port bow – are they all right-handed?). All eyes turn to the huge plexiglass awareness panel as, floating into view, comes Loyd Grossman and a team of invited panellists. ‘Activate shields, phasers on stun and ahead Warp Factor 12,’ barks Kirk. ‘Aaaw, Captain, I canna get that much power out of the old girl so quickly,’ complains Scotty. ‘I’m not asking you, Mr Scott,’ replies Kirk, ‘I’m telling you. Now get on with it.’ The SS Enterprise streaks off leaving our hapless quiz show host floating in space.

What happened to our Theory Y leader? Nothing, really, except that he became a Theory X leader when the situation demanded it. If you were on board a Boeing 747 midway across the Atlantic with two engines on fire, what type of leader would you prefer at the controls: Theory Y or Theory X?

(It’s leadership, Jim, but not as you may have thought about it . . . .)

Application 2

‘Learning through doing’ dominates

Business leadership development has been one of the big growth areas for management schools during the past decade but there appears to be growing scepticism about the more traditional approaches to the subject not only within business but in the schools themselves.

Part of the problem has been in arriving at a consensus of what is meant by leadership, whether it should be distinguished as something separate from management, whether it comprises definable traits and whether it has changed over the years.

Many of the current theories have a family tree rooted in post-war studies that initially concentrated on military leadership skills. This military link was promoted by people like Field Marshall Sir William Slim who shortly after the end of the war gave a lecture to managers in the UK on ‘management through leadership’, arguing that the principles of military leadership could be used in business.

Hitherto the notion that leaders were born not made had tended to prevail in society but Sir William’s observations suggested that there could be transferable leadership skills. The idea was developed by people such as John Adair, the UK’s first professor of leadership who incorporated them into his Action Centre Learning model, initially adopted at Sandhurst, the British Army’s officer training college.

Mr Adair was among a number of academics, including Warren Bennis and John Kotter in the US, who distinguished between leadership and management. Management, he argued, involved administration and control, features not necessarily present in leadership.

Warren Bennis defined the most important ingredient of business leadership as the need to provide a guiding vision. He also identified the need for leaders to demonstrate passion, integrity, curiosity and daring. But can such qualities be instilled into people or are they innate? Ruth Tait,
head of PA Consulting Group’s search and selection business, who interviewed a series of business leaders for her 1995 book *Roads to the Top*, found difficulty drawing together a set of common attributes although she found that many of the executives had some childhood experience of adversity that gave them their drive.

‘What distinguished most of them, however, was cross functional experience and responsibility early in their careers,’ she says. She found that while management education was regarded as helpful it was stressed far less than the learning they achieved from experience.

Her observations about early responsibility are confirmed by David Norburn, director of Imperial College Management School, London, who carried out a detailed study of directors of large companies in the UK and the US, looking for the factors that distinguish the more successful of them from the less successful.

‘I can tell you it has nothing to do with potty training, child sibling positioning or types of education. Statistically two features come shouting through – the experiences that they get in their formative years between the ages of 25 and 35 and international exposure,’ says Prof Norburn. The most crucial formative influences on business leaders, he found, were inter-company moves exposing young managers to early responsibilities. ‘If you get sent off to Borneo to be in charge of some petrol pumps you have to understand pricing, delivery systems, logistics, cash flow and working in a different setting. In effect you are a mini-managing director,’ he says. ‘But a company must have an underpinning of acceptance of failure when it stretches people beyond their previous experience.’ These findings raise questions about the effectiveness of the classroom approach to leadership development. Prof Norburn is an advocate of managers with senior executive potential taking on non-executive roles.

‘A lot of the business schools are teaching history. I would like to see more emphasis on simulations and projects where people can be stretched.’ One area, he says, where business schools can help is providing an environment for risk-free experimentation.

‘Companies need to encourage the maverick in people so that they are working one deviation away from their area of comfort. If this happens in school and it goes wrong there it will not hurt the company financially.’

Andrew Kakabadse, professor of International Management Development at Cranfield School of Management, agrees that leadership development needs to go beyond the classroom. ‘The most likely and unlikely people can reach senior positions. There are no common traits in terms of personality but there are abilities that can be developed and working in the organisational context can be particularly effective,’ he says.

This emphasis on context is also stressed by Nigel Nicholson, a professor at London Business School. ‘What makes a good leader does depend very much on what kind of organisation you are in and the role you play in that organisation. Charismatic leaders, for example, come into their own when people are in a state of crisis but they can overstay their welcome when calm is restored and a different kind of leader is required.’

It should be noted that the nature versus nurture debate is still simmering beneath the varying approaches to leadership development. Meanwhile, learning through doing appears to be in the ascendancy.

(Source: Richard Donkin, © Financial Times, 20 April 1998.)
Multiple-choice questions

1. (Chapter 8, p. 253) Although it is difficult to generalise about leadership, essentially it is
   (a)* a relationship through which one person influences the behaviour or actions of other people
   (b) the way in which one person delegates tasks to subordinates
   (c) a relationship through which one person dictates the actions of other people
   (d) the way in which one person behaves towards others

2. (Chapter 8, p. 256) In recent years, what has placed a greater emphasis on leadership skills within an organisation?
   (a) An increase in layers of management within a hierarchical structure.
   (b)* The movement away from managers relying solely on their positional power within a hierarchical structure.
   (c) The need for managers to have greater control over the activities of their subordinates.
   (d) The movement towards managers relying increasingly on their positional power within a hierarchical structure.

3. (Chapter 8, p. 261) The qualities/traits approach to leadership suggests that leaders are born and not made. Research into this suggestion has shown that
   (a) all great or successful leaders have common specific personality traits
   (b)* there is little in common between specific personality traits of different leaders
   (c) people who have the greatest level of intelligence within a group will always be the leader
   (d) a leader will have very different qualities to those who are being led

4. (Chapter 8, p. 262) The functional or group approach to leadership believes that
   (a) the skills of leadership cannot be learnt or developed
   (b) very few people can be taught the skills of leadership
   (c)* many people can be taught the skills of leadership, with development and encouragement
   (d) only appointed leaders can exert leadership

5. (Chapter 8, p. 265) Research into the behavioural categories of leadership concludes that
   (a) there needs to be a balance between the attention paid to employees and production
   (b) no single behavioural category of leadership is superior
   (c)* both (a) and (b)
   (d) neither (a) nor (b)

6. (Chapter 8, p. 266) Attention to the manager’s style of leadership has come about because of
   (a) the realisation that employees need greater control
   (b) a greater understanding of the abilities and skills of people at work
   (c)* a greater understanding of the needs and expectations of people at work
   (d) all the above

7. (Chapter 8, p. 270) Which of the following forces in the situation may influence the manager’s behaviour in deciding what type of leadership is practicable and desirable?
   (a)* group effectiveness
There are many forms of leadership which may be adopted within different situations but it usually claimed that job satisfaction and effective work performance are more likely to be achieved through:

- a people-oriented approach
- a production-oriented approach
- a task-oriented approach
- a performance-oriented approach

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