

Book Review: Hughes, Richard L., Robert C. Ginnett & Gordon J. Curphey. *Leadership: Enhancing the Lessons of Experience, Sixth Edition*, McGraw-Hill, 2009 (Paperback). New York, USA (704 pp. ISBN: 978-007-126359-7).

Moses Yonggwan Park *¹

This book describes leadership as an interaction between the leader, the followers, and the situation; it asserts that leadership develops through experience and can be assessed and studied. The book uses the leader-follower-situation interaction model as a framework for organizing and discussing various theories and research findings related to leadership.

Although this book has some limitations*², it is an excellent leadership textbook because it is comprehensive, scholarly, stimulating, entertaining, and relevant for anyone who wishes to better understand the dynamics of leadership and improve his or her own personal performance. The book describes and critically evaluates a number of leadership theories and research articles; it offers practical advice on improving the effectiveness of leadership.

I recommend this book to anyone interested in the ideologies of leadership, especially the leaders of today, whose actions shape the world, and the leaders of tomorrow, who will benefit from the lessons, as they face the challenges of globalization in an increasingly interconnected world. Leaders, regardless of their age and situation, can find some useful insight, tips, and knowledge on leadership from this book, which touches a wide range of subjects, such as learning from experience, listening, assertiveness, conducting meetings, and improving creativity.

*1 I spent my sabbatical at Lawrence Technological University from September 1, 2010 to August 31, 2011 as a visiting scholar. During my sabbatical, I attended an MBA lecture titled "Leadership & Leadership Development" (Spring 2011) by Dr. Patty Castelli at the university. This review is a revised version submitted to Dr. Castelli as my reflective consolidation paper. I would like to express my appreciation to Dr. Castelli for allowing me to participate in her class and for encouraging me to challenge myself.

*2 Hughes et al. tend to be repetitive in the discussions on empowerment. For example, the discussion on pages 525-527 is identical as that on pages 402-406 of the book; figure P3.8 (the empowerment continuum) on page 527 is also identical to figure 9.5 (the empowerment continuum) on page 407 of the book (Hughes et al., 2009: 402-407, 525-527).

The book has four parts: “Leadership is a Process, not a Position,” “Focus on the Leader,” “Focus on the Followers,” and “Focus on the Situation.” An overview of each part and main text are discussed below.

In the first part, Hughes et al. discuss various leadership issues such as “Leadership Is Everyone’s Business,” “Leadership Involves an Interaction between the Leader, the Followers, and the Situation,” “Leadership Is Developed through Education and Experience,” and “Assessing Leadership and Measuring Its Effects.”

Chapter 1 (Leadership Is Everyone’s Business) defines leadership as “the process of influencing others toward achieving group goals” and states that “it is not just a person or a position*³.” They perceive leadership as both a science and an art and explore its relation to concepts such as management and followership. They argue that leaders must weigh both rational and emotional considerations when attempting to influence others.

Chapter 2 (Leadership Involves an Interaction between the Leader, the Followers, and the Situation) introduces and describes a three-factor framework of the leadership process, which comprises the complex interactions between the leader, the followers, and the situation*⁴. They present an interactional framework for conceptualizing leadership—the integrating theme of the entire book. This chapter primarily provides an overview of the framework, while many of the remaining chapters describe the components of the framework in more detail. The authors argue that the interactive nature of the three aspects has become increasingly important in recent years, and that they can help us to better understand the changing nature of leader-follower relationships and the increasing complexity of situations leaders and followers face. Because of this complexity, effective leadership cannot be boiled down to a simple, constant recipe.

In Chapter 3 (Leadership Is Developed through Education and Experience), Hughes et al. explain several major aspects of how leadership can be developed through both formal education and experience. According to them, a way to make the most of leadership courses and experiences is through the application of the action-observation-reflection model. In addition, awareness of the role played by perception in leadership

* 3 In Chapter 12, Hughes et al. redefine leadership as “a process that involves aspects of the leader, the followers, and the situation,” according to their leader-follower-situation model (Ibid: 578).

* 4 According to the authors, the framework is based on Fred Fiedler’s contributions, Hollander’s transactional approach to leadership, and the leader-member exchange theory (Ibid: 25-28).

development is important. The authors emphasize that both education and experience can contribute to leadership development by enhancing the ability to reflect on and analyze leadership situations.

Chapter 4 (Assessing Leadership and Measuring Its Effects) assesses leadership and measures its impact. They argue that there are many ways to evaluate leader effectiveness and predict who is more likely to be an effective leader. However, they state that none of these techniques are infallible and that each of them has advantages and disadvantages.

The chapters in Part II focus on the leader, beginning with an examination of power and influence—the two most fundamental concepts in the understanding the leadership process. The chapters then proceed with related issues—ethics, values, and attitudes. The chapters further delve into the theories and research concerning leadership—personality differences of good and bad leaders, intelligence, creativity, and behavior.

In Chapter 5 (Power and Influence), Hughes et al. describe the phenomenon of power. They define power as “the capacity or potential to influence others,” influence tactics as “the actual behaviors used by an agent to change the attitudes, opinions, or behaviors of a target person,” and influence as “the degree of actual change in a target person’s attitudes, values, or behaviors as the result of another’s influence tactic.” Because power, influence tactics, and influence play such important roles in the leadership process, this chapter provides ideas to help leaders improve their effectiveness. By reflecting on their different bases of power, leaders may better understand how they can influence followers and even expand their power. The five bases of power (expert power, referent power, legitimate power, reward power, and coercive power)*⁵ also offer clues on the ability of subordinates to influence leaders and successfully resist their influence attempts.

Chapter 6 (Leadership and Values) presents evidence on the relationship between values and leadership. Values are constructs that represent general sets of behaviors or states of affairs those individuals consider as important. Furthermore, values are a central component of a leader’s psychological makeup. Values impact leadership through a cultural context within which various attributes and behaviors are regarded either positively or negatively.

In Chapter 7 (Leadership Traits), Hughes et al. examine whether certain personal attributes or characteristics such as athletic ability, height, personality, intelligence,

*5 Hughes et al. discuss the five bases of power based on French and Raven’s five bases of social power (Ibid: 142-152).

or creativity aid or hinder leaders in their efforts to build teams, obtain results, and influence groups. They conclude that each of these attributes can indeed help leaders influence a group toward the accomplishment of its goals, but in and of themselves, do not guarantee leadership success. Oftentimes, the situation dictates which personality traits, components of intelligence, or emotional intelligence attributes will positively affect a leader's ability to build a team or obtain results through others.

In Chapter 8 (Leadership Behavior), Hughes et al. review previous research on leader behavior, such as the Ohio State University studies, the University of Michigan studies, and the Leadership Grid, and discuss several ways to categorize or conceptualize different leadership behaviors. The authors briefly summarize the current common leadership behavior assessment technique—the 360-degree, or multirater, feedback questionnaire. This chapter describes the research surrounding managerial derailment—a concept closely related to managerial incompetence. According to existing research, there are “fatal flaws” in leadership that include counterproductive leadership behaviors such as arrogance, insensitivity, or untrustworthiness. Finally, the authors provide both a research perspective and some practical advice on behavioral change, including topics such as development planning, informal and formal coaching, and mentoring.

In Part III, Hughes et al. focus on the important but often overlooked role played by followers in the leadership process. They summarize the research and provide practical advice on topics such as motivating subordinates and delegation.

Chapter 9 (Motivation, Satisfaction, and Performance) provides insights into motivation problems, satisfaction, and performance. They define motivation as “anything that provides direction, intensity, and persistence to behavior”; performance as “a broader concept than motivation, as abilities, skills, group norms,” that can be affected by the availability of resources; and job satisfaction as “a set of attitudes that people have about work.” They also examine major theories and research on motivation and satisfaction—need theories (Maslow's hierarchy of needs and Alderfer's existence-relatedness-growth (ERG) theory), individual difference in motivation (achievement orientation, values, and intrinsic motivation), cognitive theories (goal setting, equity theory, self-efficacy, and expectancy theory), and situational approaches (the operant approach and empowerment). Finally, they discuss the steps leaders can take to enhance the motivation and satisfaction of their followers, if they implement these different theories. They conclude that leaders can be more effective by using these different theories and research on motivation and satisfaction of their followers.

In Chapter 10 (Groups, Teams and Their Leadership) Hughes et al. emphasize that

leaders need to understand groups and teams, as well as their followers' skills, abilities, values, motives, and desires, because "groups and teams are different than solely the skills, abilities, values, and motives of those who comprise them." Therefore, they argue that leaders should bear in mind a team perspective to understand follower, behavior, and group performance. Leaders need to understand a team's sense of identity, common goals or tasks, and level of task interdependence, as well as the differentiated roles that affect functional and dysfunctional follower behavior.

In Part IV, Hughes et al. reveal how the situation affects the leadership process. They argue that different task, organizational, and environmental factors affect both leaders' and followers' behaviors, and that the relative salience or strength of these factors vary drastically across people. Situational influences on leadership are very complicated and dynamic that "what one person perceives to be the key situational factor affecting his or her behavior may be relatively unimportant to another person." This section has three chapters: "Characteristics of the Situation," "Contingency Theories of Leadership," and "Leadership and Change."

Chapter 11 (Characteristics of the Situation) mentions that the situation may be the most complex factor in the leader-follower-situation framework. Moreover, situations vary not only in complexity but also in strength. Situational factors can play a highly pervasive role that can effectively minimize the effects of personality traits, intelligence, values, and preferences on leaders, followers, behaviors, attitudes, and relationships. As an organizing framework, they introduce the congruence model as a way to consider many of the situational factors that leaders should consider. In terms of work factors, leaders need to be aware of how task interdependence, task structure, and job characteristics can affect both their individual behavior and that of their followers, and how they might change these factors to improve followers' satisfaction and performance.

In Chapter 12 (Contingency Theories of Leadership), Hughes et al. state that leadership is contingent upon the interplay of all three aspects (leaders, followers, and situation). The authors review four of the more well-known contingency theories of leadership—the normative decision model, the situational leadership model, the contingency model, and the path-goal theory. All four models similarly state that leadership effectiveness is maximized when leaders adapt their behaviors to certain situational and follower characteristics. The authors argue that "it is entirely possible that two leaders in the same situation may reach very different conclusions about followers' levels of knowledge, the strength of leader-follower relationships, the degree of task structure, or the level of role ambiguity being experienced by followers."

Chapter 13 (Leadership and Change) emphasizes that leading change is the most difficult challenge a leader faces, and is the best differentiating factor between managers and leaders and of mediocre and exceptional leaders. According to them, “the best leaders are those who recognize the situational and follower factors inhibiting or facilitating change, paint a compelling vision*⁶ of the future, and formulate and execute a plan that moves their vision from a dream to reality.” Hughes et al. state that there are two different approaches (rational approach and emotional approach) in leadership theory to organizational change. The first emphasizes analytical, planning, and management skills, whereas the other emphasizes leadership skills, leader-follower relationships, and the presence of a crisis to drive organizational change.

Hughes et al. address a number of leadership skills in each section of the book by looking at the respective elements of their interactional framework (leader-followers-situation). This structure enables readers to link skills to the respective parts of the leadership framework.

Part II focuses on helpful information on skills that are particularly relevant to the leader:*⁷ learning from experience, communication, listening, assertiveness, guidelines for effective stress management, building technical competence, building effective relationships with superiors and peers, and building credibility.

In Part III, Hughes et al. present a number of additional leadership skills that are particularly helpful with regard to the leader’s relationship with followers*⁸. These skills include the following providing constructive feedback, delegating, team building for work teams, building high-performance teams, development planning, coaching, and empowerment.

Part IV offers some ideas about skills appropriate to situations, the last element of the interactional framework. These skills help leaders face relatively specific situations or needs: setting goals, conducting meetings, managing conflict, negotiation, problem solving, improving creativity, diagnosing performance problems in individuals, groups, and organizations, and team building at the top*⁹.

Every chapter has an entry called “Profiles in Leadership,” which features individuals

*6 According to Hughes et al., a vision is different from a goal. The first helps the organization decide on what it should do, whereas the other refers to what the organization is trying to accomplish and when they will do so (Ibid: 617-620).

*7 Ibid: 319-366.

*8 Ibid: 481-536.

*9 Ibid: 665-693.

whose leadership exemplifies some interesting aspects of the chapter's content (e.g., Peter Jackson, Howard Schultz, Steve Jobs, Oprah Winfrey, Gandhi, and Barack Obama). Each chapter presents some important highlights that shape arguments about leadership theories and help leaders understand them (e.g., followership styles, interviewing, the academic and troubadour traditions of leadership research, global leadership, a recipe for failure, leading virtual teams, and an alternative framework to the rational and emotional approaches to organizational change).

The chapters include cartoons that help readers to easily understand leadership theories and research (e.g., "Animal Crackers" by Rog Bollen, "Bizarro" by Dam Piraro, and "Beetle Bailey" by Mort Walker).

Hughes et al. offers essential insights into and tips for current and future leaders about leadership and organizational operation. This book is beneficial in several ways.

In Chapter 1, I learned that leadership is a process, not a position, and that leadership involves something that happens as a result of the interaction between leaders, followers, and situations. I agree with the argument put forth by Hughes et al. in Chapter 2 that "there is no simple recipe for effective leadership*¹⁰," because leadership must be understood in terms of the interactions between leaders, followers, and situations or environment. Therefore, leadership must always be assessed in the context of the leader, the follower, and the situation.

I was impressed with the arguments put forth by Hughes et al. that "leadership does not occur without followers, and followership is an easily neglected component of the leadership process. Leadership is everyone's business and everyone's responsibility*¹¹." This argument inspired me to conduct research on followership in the future, as well as to teach followership to anyone, especially students who show the qualities of being a leader.

This book also provides useful insights into conducting interviews on effective leadership: the usefulness of structured interviews, questionnaires, and the order in which it is prepared are characterized as very important; the questionnaire should be phrased in a simple way that can be easily understood by respondents*¹².

One of the great concepts I learned from this book is emotional intelligence (EQ)—the ability to recognize one's and others' feelings, to be motivated, and to effectively manage

* 10 Ibid: 45.

* 11 Ibid: 19.

* 12 Ibid: 99-119.

one's emotions. I realized that leadership effectiveness is influenced by noncognitive abilities such as stress tolerance, assertiveness, and empathy. Such abilities can play important roles in effective leadership, and that emotions can be the motivational fuel that helps individuals and groups to accomplish their goals*¹³.

The book also helps readers gain insights into differentiating between good and effective leaders, and bad and ineffective leaders. According to Hughes et al., bad leaders “impulsively exercise power merely to satisfy their own selfish needs,” and use “their team-building skills in order to achieve results for greedy and selfish results.” They assert that these leaders will probably be ineffective in the long term and negatively influence the organization and their followers, because such leaders “are untrustworthy, uncooperative, overly competitive, and looking out primarily for themselves*¹⁴.”

I gained insights into authentic leadership. According to Hughes et al., “authentic leaders behave the way they do because of a personal conviction rather than to attain status, rewards, or other advantages.” It can also be said that inauthentic leaders make bad leaders because they “play a role or put on a different act with different audiences in order to maintain the impression they create,” and overstate their anger at an employee's mistake to teach them a lesson.

I also gained insights into servant leadership*¹⁵. According to Hughes et al.,*¹⁶ the leader's role is not to control but to serve and help others. Based on the concept of Larry C. Spears*¹⁷, the authors introduce 10 characteristics that are associated with servant leaders: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to others' growth, and community building.

As an example of servant leadership, the approach undertaken by Richard Branson, CEO, Virgin Group, was highlighted in the book as a mini case study. I learned that an important element of servant leadership:

“He has no giant corporate office or staff and few if any board meetings. Instead, he keeps each enterprise small and relies on his skills of empowering people's ideas to fuel success. ... Branson relies heavily on the creativity of his staff; he is more

* 13 Ibid: 239-245.

* 14 Ibid: 153-154, 291.

* 15 Ibid: 186.

* 16 Ibid: 187-188.

* 17 L. Spears, “Practicing Servant-Leadership.” *Leader to Leader* 34 (Fall 2004): 7-11.

a supporter of new ideas than a creator of them. He encourages searches for new business ideas everywhere he goes and even has a spot on the Virgin Web site called 'Got a Big Idea?'" *18

I also learned that servant leadership has its disadvantages, as Hughes et al. explain:

"Not surprisingly, the concept of servant leadership has detractors as well as adherents. The most common criticism is that while the idea of servant leadership has a certain popular appeal in what we might call its 'soft' form (e.g., leaders should be more concerned about other's wellbeing and development, should create a more developmental climate in their organizations, seek what's good for the whole organization rather than just their own advancement), when taken more literally and extremely the concept seems to suggest that serving others is an end in itself rather than as a means to other organizational goals and purposes that version strikes many as impractical even if laudable *19."

However, while I agree with some of the authors' arguments, I do not necessarily agree that servant leadership is ineffective for achieving an organization's goals, because many companies, such as The Toro Company, Southwest Airlines *20, Starbucks, AFLAC, Men's Warehouse, Synovus Financial, Herman Miller, ServiceMasters, Marriott International, FedEx Corporation, and Medtronic, have succeeded using servant leadership *21. Therefore, I believe we need to conduct further research on the relation between servant leadership and organizational goal achievement.

The authors' discussion on leadership skills and empowerment is highly commendable. Hughes et al. define empowerment as having two key components—

* 18 Hughes et al., op. cit.: 21.

* 19 Ibid: 188.

* 20 Southwest Airlines is the largest U.S. low-cost airline, headquartered at 2702 Love Field Drive, Dallas, Texas. I visited the company on March 24, 2010; in an interview with Elizabeth Bryant, senior director of Talent Development; and Richard Sweet, senior director in various divisions including Planning and Distribution and Marketing, on topics such as business and innovation.

* 21 James W. Sipe, Don M. Frick. *Seven Pillars of Servant Leadership: Practicing the Wisdom of Leading by Serving*, Paulist Press. 2009: 2-4.

delegation and development*²². According to the authors, in delegation, leaders who want to truly empower followers must delegate leadership and decision making down to the lowest level possible. On the other hand, development is a component that is more often overlooked*²³. Development refers to equipping followers with the resources, knowledge, and skills necessary to make good decisions. According to the authors, “delegation without development is often perceived as abandonment, and development without delegation can often be perceived as micro-management.”

I agree with the arguments on empowerment put forth by Hughes et al.: “Leaders wishing to empower followers must determine what followers are capable of doing, enhance and broaden these capabilities, and give followers commensurate in authority and accountability*²⁴. They may need to fundamentally change their leadership style to better tolerate employee mistakes, play more of a coaching than directing role, and be willing to be challenged on a regular basis*²⁵.”

The authors suggest six best practices of empowerment: changing leadership style to better tolerate employee mistakes, playing more of a coaching role than a directing one; creating a clear vision, goals, and accountabilities, which will help employees make wise decisions because they know where the company is headed; developing others; delegating decision making to followers; leading by example; and being systemic with regard to reward and performance appraisal systems, selection systems, work processes, training programs, organizational structure, and information systems*²⁶.

Generally speaking, although many managers support the concept of empowerment, they reluctantly delegate authority and responsibility. It is because they like power and fear being held accountable for the performance of their followers, whom they do not trust. In other words, while many managers say that they delegate authority, they also want to give instructions and micro-manage everything. In my opinion, trust and reliance are the key components of empowerment because trust is the most important

* 22 Hughes et al., op. cit.: 524-530.

* 23 Hughes et al. argue that delegation is often an overlooked and underused component. According to the authors, “delegation implies that one has been empowered by one’s leader, boss, or coach to take responsibility for decisions to those individuals most likely to be affected by or to implement the decision, and delegation is more concerned with autonomy, responsibility, and follower development than with participation” (Ibid: 493).

* 24 Ibid: 404, 526.

* 25 Ibid: 528.

* 26 Ibid: 528-530.

encouragement a manager can provide. When problems arise, managers who trust followers would be wise to let their subordinates solve problems.

Hughes et al. provide some insights into organizational operation in changing times by presenting the difference between the industrial age and the information age*²⁷. Kaplan and Norton describe a new set of operating assumptions underlying the information age: operating with integrated business processes that cut across traditional business functions; integrating supply, production, and delivery processes to realize enormous improvements in cost, quality, and response time; learning to offer customized products and services to diverse customer segments; competing against the best companies throughout the world; anticipating customers, future needs, and innovating new products and services; and rapidly deploying new technologies into efficient delivery processes and leveraging employees' knowledge and abilities.

According to Hughes et al., the degree of environmental uncertainty also affects optimal organizational design. In stable environments where there is minimal change, a relatively formalized, centralized, and bureaucratic structure may be desirable. In turbulent environments, on the other hand, structures should be flexible enough to adapt to changing conditions. Similarly, flat, highly differentiated, and organic structures are the most appropriate for highly uncertain environments*²⁸.

I believe that this book is full of insights into and tips for research themes about leadership and innovation, which I describe below.

Regarding increasing innovation in changing times, I gained insights into the different kinds of leadership cultures being studied at the Center for Creative Leadership*²⁹. I realized that the leadership theory I developed*³⁰ is similar to the independent leadership cultures. According to Hughes et al., independent leadership cultures are characterized by "widespread beliefs and practices that emerge as needed from a variety of individuals, based on knowledge and expertise." The authors also add that "There's great emphasis upon individual responsibility; decentralized decision making;

* 27 Ibid: 543-544. Their argument is based on Kaplan and Norton's research (R. S. Kaplan and D. P. Norton. *The Balanced Scorecard: Translating Strategy into Action*. Boston: Harvard Business School Press, 1996).

* 28 Hughes et al., op. cit.: 566.

* 29 Ibid: 182; the Center for Creative Leadership is at 1 Leadership Place, Greensboro, NC.

* 30 I have researched leadership for enabling emergent innovation in changing times (see Moses Yongggwan Park, Seven Pillars of New Leadership for Enabling Emergent Innovation, *Annual Research Bulletin of Osaka Sangyo University* No. 4. March 2012: 1-17).

and the promotion of experts, professionals, and individual contributors into positions of authority*³¹.” Considering these points, I believe we need to conduct further research on the relation between innovation and the different kinds of leadership cultures.

I learned about creativity-related components: synthetic ability, analytic intelligence, practical intelligence, thinking style, personality factors, intrinsic motivation, and environmental factors. Especially I learned that “people who have more complex or challenging jobs, who have supportive, noncontrolling leaders, and are given ample time seem to be more creative than people in uninteresting jobs who are under tight deadlines and also have highly controlling supervisors*³².”

According to Hughes et al., several personality factors seem to play a role in creativity. More specifically, people with higher levels of self-confidence, independence, energy (synergy), risk-taking and impulsiveness (dependability), and natural curiosity (openness to experience) seem to be more creative than people who lack self-confidence, are conformists, and are less open to new experiences. People also tend to be more creative when they are intrinsically motivated or feel challenged by the subject matter or problem itself or are expected to be creative. Creative people are more likely to focus on problem solving and not on the need to meet deadlines, make money, or impress others.

Hughes et al. argue that it is important that leaders learn how to successfully stimulate and manage creativity in others more than in themselves*³³. Leaders can boost the creativity in their groups or organizations in many ways: selecting creative people and providing opportunities for others to develop their creativity; ensuring motivation or incentives for others and providing some guidance or vision about what the creative product or output should look like; focusing on their intrinsic motivation for doing so (the pleasure of solving the task); and improving the levels of natural curiosity in others to develop their creativity.

After reading “Creativity Killers: How to Squelch the Creativity of Direct Reports*³⁴,” I realized that the suppression of creativity is a common problem in many Japanese universities, where the central office micro-manages research funds and results. In such an environment, faculties cannot conduct long-term projects and conduct more creative

* 31 Hughes et al., 2009: 182.

* 32 Ibid: 230-231.

* 33 Ibid: 230-236.

* 34 T. M. Amabile and J. Zhou, in S. F. Dingfelder, Creativity on the Clock, *Monitor on Psychology*, November 2003: 56-58; as cited by Richard L. Hughes et al., op. cit.: 235.

research.

I also learned about the challenge in innovation at IKEA, discussed in the book as a mini case study^{*35}. At IKEA, they call organizational members 'co-workers' instead of 'subordinates'^{*36} or 'employees.' Leaders at IKEA support, expect, and believe that their co-workers can find innovative and more efficient ways of doing their work in all aspects^{*37}.

* 35 The IKEA headquarters is at Olof Palmestraat 1 2616 Delft, The Netherlands; the corporate office is at 496 West Germantown Pike in Plymouth Meeting, PA. IKEA ranked 96 in Fortune's 100 Best Companies to Work for in 2006 and 2008.

* 36 Subordinates mean those who listen to and follow orders, directions, and commands from the top. 'Sub' means below, 'ordin' means order, and 'ates' means people.

* 37 Hughes et al., op. cit.: 572.

