CHAPTER 3

Developing Leadership

Leadership is leading.

—Geraldine Bednash
The need to develop nursing leadership skills has never been greater as reform of health care is being addressed at national, state, and community levels. Leadership skills also are necessary for team building at the organizational level. Ensuring successful recruitment, retaining a cohesive nursing staff, and maintaining a high-quality practice depend on successful team building.

The last 15 years have seen several national trends that have impacted health care. First, the increase in managed care, aimed at slowing escalation of national healthcare costs, has resulted in redesign of most healthcare organizations. Second, a shift in the locus of care has occurred, from acute hospitals to community and outpatient sites. Third, there has also been a shift from episodic care to preventive or restorative care. Lastly, the workplace is increasingly driven by innovation and technological transformation. In this fast-paced demanding environment, nurse leaders must cultivate the financial and political skills to be innovative. All of these changes have brought about a need for leaders to learn new roles and develop new skills (Porter-O’Grady, 2003).

To examine the word leader is to note that leaders lead. They are in the front, moving forward, taking risks, and challenging the status quo. Although leadership is clearly different from management, leadership and management are of equal importance. Trent (2003) maintains that leadership requires collaborators, but it is not a mystical process and can be performed by anyone with the appropriate resources.

**DIFFERENCES BETWEEN LEADERSHIP AND MANAGEMENT**

A job title alone does not make a person a leader. Only a person’s behavior determines if he or she occupies a leadership position. The manager is the person who brings things about; the one who accomplishes, has the responsibility, and conducts. A leader is the person who influences and guides direction, opinion, and course of action.

What, then are some of the characteristics of leaders? Leaders:

- Often do not have delegated authority but obtain their power through other means, such as influence
- Have a wider variety of roles than do managers
- May or may not be part of the formal organization
- Focus on group process, information gathering, feedback, and empowering others
- Emphasize interpersonal relationships
- Direct willing followers
- Have goals that may or may not reflect those of the organization

Much greater emphasis has been placed on leadership skills in the last decade. Indeed, Bednash (2003) maintains that presently leadership is the issue of the day, not only in nursing but also in society as a whole. Leadership means getting very clear about your values, taking risks, and having a willingness to seek partners and collaborators who will commit to the common good.
HISTORICAL DEVELOPMENT OF LEADERSHIP THEORY

Thousands of books and articles, representing widely varying schools of thought, have been published on the topic of leadership. To summarize what is known about this topic in one chapter is impossible. Instead, an effort is made to introduce the idea that leadership theory is dynamic; that is, what is “known” and believed about leadership has changed considerably during the last hundred years and will continue to change in the future. Instead, conceptual definitions of leadership, the evolution of leadership theory, and contemporary theories of leadership are presented.

Defining Leadership

Although the term leader has been in use since the 1300s, the word leadership was not known in the English language until the first half of the 19th century. Despite its relatively new addition to the English language, leadership has many meanings. From Chapin’s (1924) technical definition of leadership as a point of polarization for group cooperation to Bednash’s (2003) assertion that “leadership is a vital component of change,” (p. 258) it becomes clear that there is no single definition broad enough to encompass the total leadership process.

Leadership can occur outside of an organizational context and has been defined as the process of moving a group or groups in some direction through mostly non-coercive means. Gardner (1990) defined leadership as “the process of persuasion and example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers” (p. 1). Bennis (2001) says that the leader makes a vision so palpable and seductive that others eagerly sign on. Tourangeau (2003) used a broader definition stating that “leaders are those who challenge the process, inspire a shared vision, enable others to act, model the way, and encourage the heart” (p. 625).

Because leadership researchers and theorists do not agree on exactly what leadership is, it is perhaps wiser to focus on what roles are inherent in leadership. Display 3.1 lists some of a leader’s roles.
The scientific study of leadership began in the 20th century. Early works focused on broad conceptualizations of leadership, such as the traits or behaviors of the leader. Contemporary research focuses more on leadership as a process of influencing others within an organizational culture and the interactive relationship of the leader and follower. To understand better today’s beliefs about leadership, it is necessary to look at how leadership theory has evolved during the last century.

**Great Man Theory and Trait Theories**

The great man theory and trait theories were the basis for most leadership research until the mid-1940s. The great man theory, from Aristotelian philosophy, asserts that some people are born to lead, whereas others are born to be led. Trait theories assume that some people have certain characteristics or personality traits that make them better leaders than others. To determine the traits that distinguish great leaders, researchers studied the lives of prominent people throughout history. The effect of followers and the impact of the situation were ignored. Contemporary opponents of these theories argue that leadership skills can be developed, and are not necessarily inborn. Trent (2003) states that scientific inquiry has proved these theories not valid and maintains that leadership requires collaborators more than charisma.

Although trait theories have obvious shortcomings (e.g., they neglect the impact of others or the situation on the leadership role), they are worth examining. Many of the characteristics identified in trait theories (Display 3.2) are still used to describe successful leaders today.
Behavioral Theories

During the human relations era, many behavioral and social scientists studying management also studied leadership. For example, McGregor’s (1960) theories had as much influence on leadership research as they did on management science. As leadership theory developed, researchers moved away from studying the traits of the leader and placed emphasis on what he or she did—the leader’s style of leadership. A major breakthrough occurred when Lewin (1951) and White and Lippitt (1960) isolated common leadership styles. Later, these styles came to be called authoritarian, democratic, and laissez-faire.

The following behaviors characterize authoritarian leaders:

- Strong control is maintained over the work group.
- Others are motivated by coercion.
- Others are directed with commands.
- Communication flows downward.
- Decision making does not involve others.
- Emphasis is on difference in status (“I” and “you”).
- Criticism is punitive.

Authoritarian leadership results in well-defined group actions that are usually predictable, reducing frustration in the work group and giving members a feeling of security. Productivity is usually high, but creativity, self-motivation, and autonomy

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**Display 3.2 Characteristics of a Leader**

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Personable</th>
<th>Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Adaptability</td>
<td>Able to enlist cooperation</td>
</tr>
<tr>
<td>Judgement</td>
<td>Creativity</td>
<td>Interpersonal skills</td>
</tr>
<tr>
<td>Decisiveness</td>
<td>Cooperativeness</td>
<td>Tact</td>
</tr>
<tr>
<td>Oral fluency</td>
<td>Alertness</td>
<td>Diplomacy</td>
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<tr>
<td>Emotional Intelligence</td>
<td>Self-confidence</td>
<td>Prestige</td>
</tr>
<tr>
<td>Independence</td>
<td>Personal integrity</td>
<td>Social participation</td>
</tr>
<tr>
<td></td>
<td>Emotional balance and control</td>
<td>Nonconformity</td>
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</table>
are reduced. Authoritarian leadership, useful in crisis situations, is frequently found in very large bureaucracies, such as the armed forces.

*Democratic leaders* are characterized by the following:

- Less control is maintained.
- Economic and ego awards are used to motivate.
- Others are directed through suggestions and guidance.
- Communication flows up and down.
- Decision making involves others.
- Emphasis is on “we” rather than “I” and “you.”
- Criticism is constructive.

Democratic leadership, appropriate for groups that work together for extended periods, promotes autonomy and growth in individual workers. This type of leadership is particularly effective when cooperation and coordination between groups are necessary. Because many people must be consulted, democratic leadership takes more time and, therefore, may be frustrating for those who want decisions made rapidly. Studies have shown that democratic leadership is less efficient quantitatively than authoritative leadership.

The *laissez-faire leader* is characterized by the following behaviors:

- Permissiveness, with little or no control.
- Motivation by support when requested by the group or individuals.
- Provision of little or no direction.
- Communication upward and downward flow among members of the group.
- Decision making dispersed throughout the group.
- Emphasis on the group.
- Criticism withheld.

Because it is nondirected leadership, the laissez-faire leadership style can be frustrating; group apathy and disinterest can occur. However, when all group members are highly motivated and self-directed, this leadership style can result in much creativity and productivity. Laissez-faire leadership is appropriate when problems are poorly defined and brainstorming is needed to generate alternative solutions.

A person’s leadership style has a great deal of influence on the climate and outcome of the work group. For some time, theorists believed that leaders had a predominant leadership style and used it consistently. During the late 1940s and early 1950s, however, theorists began to believe that most leaders did not fit a textbook picture of any one style, but rather fell somewhere on a continuum between authoritarian and laissez-faire. They also came to believe that leaders moved dynamically along the continuum in response to each new situation. This recognition was a forerunner to what is known as situational or contingency leadership theory.

**Situational and Contingency Leadership Theories**

The idea that leadership style should vary according to the situation or the employees involved was first suggested almost a hundred years ago by Mary
Learning Exercise 3.4

What’s Your Leadership Style?
Define your leadership style. Ask those who work with you if in their honest opinion this is indeed your leadership style. What style of leadership do you work best under? What leadership style best describes your present or former managers?

Parker Follett. Follett was one of the earliest management consultants and among the first to view an organization as a social system of contingencies. Her ideas, published in a series of books between 1896 and 1933, were so far ahead of their time that they did not gain appropriate recognition in the literature until the 1970s. Follett (1926) stressed the need for “integration,” which involved finding a solution that satisfied both sides without having one side dominate the other. Her “law of the situation,” which said that the situation should determine the directives given after allowing everyone to know the problem, was contingency leadership in its humble origins.

Fiedler’s (1967) contingency approach reinforced these findings, suggesting that no one leadership style is ideal for every situation. Fiedler felt that the interrelationships between the group’s leader and its members were most influenced by the manager’s ability to be a good leader. The task to be accomplished and the power associated with the leader’s position also were cited as key variables.

In contrast to the continuum from autocratic to democratic, Blake and Mouton’s (1964) grid showed various combinations of concern or focus that managers had for or on productivity, tasks, people, and relationships. In each of these areas, the leader–manager may rank high or low, resulting in numerous combinations of leadership behaviors. Various formations can be effective depending on the situation and the needs of the worker.

Hersey and Blanchard (1977) also developed a situational approach to leadership. Their tri-dimensional leadership effectiveness model predicts which leadership style is most appropriate in each situation based on the level of the followers’ maturity. As people mature, leadership style becomes less task focused and more relationship oriented.

Tannenbaum and Schmidt (1958) built on the work of Lewin and White, suggesting that managers need varying mixtures of autocratic and democratic leadership behavior. They believed that the primary determinants of leadership style should include the nature of the situation, the skills of the manager, and the abilities of the group members.

CONTEMPORARY THEORIES OF LEADERSHIP

Although situational and contingency theories added necessary complexity to leadership theory and continue to be applied effectively by managers, by the late
1970s, theorists began arguing that effective leadership depended on an even greater number of variables. These variables included organizational culture, the values of the leader and the followers, the work, the environment, the influence of the leader–manager, and the complexities of the situation. Efforts to integrate these variables are apparent in contemporary interactional and transformational leadership theories.

**Interactional Leadership Theories**

The basic premise of *interactional theory* is that leadership behavior is generally determined by the relationship between the leader’s personality and the specific situation. Schein (1970) was the first to propose a model of humans as complex beings whose working environment was an open system to which they responded. A *system* may be defined as a set of objects, with relationships between the objects and between their attributes. A system is considered open if it exchanges matter, energy, or information with its environment. Schein’s model, based on systems theory, had the following assumptions:

- People are very complex and highly variable. They have multiple motives for their actions. For example, a pay raise might mean status to one person, security to another, and both to a third.
- People’s motives do not stay constant but change over time.
- Goals can differ in various situations. For example, an informal group’s goals may be quite distinct from a formal group’s goals.
- A person’s performance and productivity are affected by the nature of the task and by his or her ability, experience, and motivation.
- No single leadership strategy is effective in every situation.

To be successful, the leader must diagnose the situation and select appropriate strategies from a large repertoire of skills. Hollander (1978) was among the first to recognize that both leaders and followers have roles outside the leadership situation and that both may be influenced by events occurring in their other roles. With leader and follower contributing to the working relationship and both receiving something from it, Hollander saw leadership as a dynamic two-way process. According to Hollander, a leadership exchange involves three basic elements:

- The leader, including his or her personality, perceptions, and abilities
- The followers, with their personalities, perceptions, and abilities
- The situation within which the leader and the followers function, including formal and informal group norms, size, and density

Leadership effectiveness, according to Hollander, requires the ability to use the problem-solving process; maintain group effectiveness; communicate well; demonstrate leader fairness, competence, dependability, and creativity; and develop group identification.
Greenleaf (1977) coined the term *servant leadership*. In more than four decades of working as Director of Leadership Development at AT&T, he noticed that most successful managers lead in a different way from traditional managers. The managers he termed servant leaders put serving others, including employees, customers, and the community, as their first priority. These successful managers shared certain defining qualities, including:

- The ability to listen on a deep level and to truly understand
- The ability to keep an open mind and hear without judgment
- The ability to deal with ambiguity, paradoxes, and complex issues
- The belief that honestly sharing critical challenges with all parties and asking for their input is more important than personally providing solutions
- Being clear on goals and good at pointing the direction without giving orders
- The ability to serve, help, and teach first, and then lead
- Always thinking before reacting
- Choosing words carefully so as not to damage those being led
- The ability to use foresight and intuition
- Seeing things whole and sensing relationships and connections

More recently Greenleaf’s work has attracted new attention, especially in the healthcare industry. Scholars are showing an interest in adapting Greenleaf’s work to explore the importance of values and trust in work relationships, and the impact that values, leadership, and trust have on work productivity and organizational climate (Bennett, 2001).

One of the pioneering leadership theorists of this time was Kanter (1977) who developed the theory that the structural aspects of the job shape a leader’s effectiveness. She postulated that the leader becomes empowered through both formal and informal systems of the organization. A leader must develop relationships with a variety of people and groups within the organization in order to maximize job empowerment and be successful. The three major work empowerment structures within the organization are opportunity, power, and proportion. Kanter asserts these work structures have the potential to explain differences in leader responses, behaviors, and attitudes in the work environment.

Ouchi (1981) was a pioneer in introducing interactional leadership theory in his application of Japanese-style management to corporate America. *Theory Z*, the term Ouchi used for this type of management, is an expansion of McGregor’s Theory Y and supports democratic leadership. Characteristics of Theory Z include consensus decision making, fitting employees to their jobs, job security, slower promotions, examining the long-term consequences of management decision making, quality circles, guarantee of lifetime employment, establishment of strong bonds of responsibility between superiors and subordinates, and a holistic concern for the workers. Ouchi was able to find components of Japanese-style management in many successful American companies. In the 1990s, Theory Z lost favor with many management theorists. Although Theory Z is more comprehensive than many of the earlier theories, it too neglects some of the variables...
that influence leadership effectiveness. It has the same shortcomings as situation-
al theories in inadequately recognizing the dynamics of the interaction between
worker and leader.

Nelson and Burns (1984) suggested that organizations and their leaders have
four developmental levels and that these levels influence productivity and worker
satisfaction. The first of these levels is reactive. The reactive leader focuses on the
past, is crisis-driven, and is frequently abusive to subordinates. In the next level,
responsive, the leader is able to mold subordinates to work together as a team,
although the leader maintains most decision-making responsibility. At the proac-
tive level, the leader and followers become more future-oriented and hold common
driving values. Management and decision making are more participative. At the
last level, high-performance teams (associated with maximum productivity) and
worker satisfaction are apparent.

Brandt’s (1994) interactive leadership model suggests that leaders develop a
work environment that fosters autonomy and creativity through valuing and
empowering followers. This leadership affirms the uniqueness of each individual,
motivating them to contribute their unique talents to a common goal. The leader
must accept the responsibility for quality of outcomes and quality of life for fol-
lowers. Brandt states that this type of leadership affords the leader greater free-
dom while simultaneously adding to the burdens of leadership. The leader’s
responsibilities increase because priorities cannot be limited to the organiza-
tion’s goals, and authority confers not only power, but also responsibility and
obligation. The leader’s concern for each worker decreases the need for competi-
tion and fosters an atmosphere of collegiality, freeing the leader from the burden
of having to resolve follower conflicts. Leaders in this model would understand
what Drucker (1992) meant by his belief that leadership is a responsibility rather
than a rank or privilege.

Wolf, Boland, and Aukerman (1994) also emphasized an interactive leadership
model in their creation of a collaborative practice matrix. This matrix highlights the
framework for the development and ongoing support of relationships between
and among professionals working together. The social architecture of the work
group is emphasized, as is how expectations, personal values, and interpersonal
relationships affect the ability of leaders and followers to achieve the vision of the
organization.

Kanter (1989) perhaps best summarized the work of the interactive theorists by
her assertion that title and position authority were no longer sufficient to mold a
work force where subordinates are encouraged to think for themselves, and instead
managers must learn to work synergistically with others.

**Transformational Leadership**

A noted scholar in the area of leader–follower interactions, Burns (1978) was
among the first to suggest that both leaders and followers have the ability to raise
each other to higher levels of motivation and morality. Identifying this concept as
transformational leadership, Burns maintained that there are two types of leaders in
management. The traditional manager, concerned with the day-to-day operations, was termed a *transactional leader*; the manager, on the other hand, who is committed, has a vision, and is able to empower others with this vision was termed a *transformational leader*. A composite of the two different types of leaders is shown in Table 3.1.

Wolf et al. (1994) define transformational leadership as “an interactive relationship, based on trust, that positively impacts both the leader and the follower. The purposes of the leader and follower become focused, creating unity, wholeness and collective purpose” (p. 38). The high-performing transformational leader demonstrates a strong commitment to the profession and the organization and is willing to tackle obstacles using group learning. This self-confidence comes from a strong sense of being in control. These transformational leaders also are able to create synergistic environments that enhance change. Change occurs because the transformational leader’s futuristic focus values creativity and innovation. The transformational leader also holds organizational culture, behaviors, and values in high regard, perpetuating these values and behaviors in the staff (Wolf, Boland, & Aukerman, 1994).

Tyrrell (1994) identifies visioning as a mark of the transformational leader, stating that “nurses at all levels are expected to demonstrate leadership in setting direction for nursing practice, and that visionary leadership allows nurses to create

**Learning Exercise 3.5**

**Which Theory Do You Identify With?**

There are many theories of how the work environment, the leader, and the worker all interact together. Which of the above interactional theorists most closely reflects your views on what happens in the workplace to influence leadership effectiveness?

**Assignment:** Research one of these theorists in greater depth. Use Internet resources or the library for your research. Either write a short essay on the individual or share your findings in class.

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**Table 3.1 Comparing Transactional and Transformational Leaders**

<table>
<thead>
<tr>
<th>Transactional Leader</th>
<th>Transformational Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focuses on management tasks</td>
<td>Identifies common values</td>
</tr>
<tr>
<td>Is a caretaker</td>
<td>Is committed</td>
</tr>
<tr>
<td>Uses trade-offs to meet goals</td>
<td>Inspires others with vision</td>
</tr>
<tr>
<td>Does not identify shared values</td>
<td>Has long-term vision</td>
</tr>
<tr>
<td>Examines causes</td>
<td>Looks at effects</td>
</tr>
<tr>
<td>Uses contingency reward</td>
<td>Empowers others</td>
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Vision is the essence of transformational leadership. Vision implies the ability to picture some future state and describe it to others so they will begin “to share the dream.” This new shared vision provides the energy required to move an organizational unit toward the future.
a picture of an ideal future. In sharing these visions, the transformational leader empowers staff to find common ground and a sense of connection” (p. 93).

Although the transformational leader is held as the current ideal, many management theorists, including Bass, Avolio, and Goodheim (1987) and Dunham and Klafehn (1990), sound a warning about transformational leadership. Although transformational qualities are highly desirable, they must be coupled with the more traditional transactional qualities of the day-to-day managerial role. Both sets of characteristics need to be present in the same person in varying degrees. According to Bass et al., the transformational leader will fail without traditional management skills.

Bennis (1989) sounds a different warning about the quest for transformational leadership in his assertion that “there is an unconscious conspiracy in contemporary society that prevents leaders—no matter what their original vision—from taking charge and making changes” (p. xii). Bennis elaborates by pointing out that entrenched bureaucracy and a commitment to the status quo undermine leaders and that tensions between individual rights and the common good discourage the emergence of leaders. It is critical, then, to remember that the organization and the environment play a critical role in the development and support of the transformational and transactional leadership skills of its employees. The relationship must be symbiotic. Table 3.2 summarizes the development of leadership theory presented in this chapter.

### LEADERSHIP AND MANAGEMENT FOR NURSING’S FUTURE

Seemingly insurmountable problems, a lack of resources to solve those problems, and individual apathy have been and will continue to be issues nurse leaders–managers...
face. The downsizing of much of corporate America has resulted in a redesign of organizations. However, redesigned organizations will fail unless management is first reengineered. If managers fail to change their mindsets, attitudes, and behaviors, then the restructuring will not be successful.

Effective leadership is one of the most elusive keys to organizational success. Snow (2001) asks that nurses examine leadership development in other industries and states that nursing lags behind many other industries in teaching and supporting research-based leadership theory that is linked to performance. She maintains that successful companies put a premium on the importance of leadership and do a better job of selecting and developing their leaders. For example Snow (2001) says successful companies:

• Are more satisfied with the quality of their leadership.
• Place more value on leadership development.
• Are less tolerant of inappropriate leadership behaviors.
• More frequently use competency models and developmental programs in selecting and advancing their leaders.
• Have leaders who are perceived as possessing emotional intelligence.

Becoming better leader–managers begins with a basic understanding of what leadership is and how these skills can best be developed. The problem is that the skills needed to be an effective leader are dynamic and change constantly in response to the rapidly changing world in which we live. It is clear by looking at the evolution of leadership theory that what is considered effective or desirable leadership has changed virtually from decade to decade. Servant leadership, transformational leadership, interactional leadership theories, the learning organization, and reengineering management have been some of the recent ideas and theories to define and explain the complex role of the successful leader–manager. Will these strategies still be considered the answer to our problems in the next 10 years? The answer to this question is, probably not.

**New Leadership Concepts**

 Already in the 21st century several new leadership concepts have emerged including the leader–manager’s need for emotional intelligence as a means to achieve organizational goals.

**Emotional Intelligence**

*Emotional intelligence* (EI) is the process of regulating both feelings and expressions. Organizationally desired emotions are considered the standards of behavior that indicate which emotions are appropriate in each relationship and how these emotions should be publicly expressed or displayed. Theorists studying EI posit that it is a critical ingredient of leaders, which enables them to build a cooperative and effective team. Leaders with EI possess the ability to identify emotions in themselves and others, use emotions in their thought processes, manage emotions in themselves and others, and understand and reason with emotions (Vitello–Cicciu, 2003).
Cultural Bridges
A new role of leader—managers as a cultural bridge has become a requirement as our society becomes more diverse. The leader—manager must become culturally sensitive and assist staff when cultural misunderstandings occur. These misunderstandings and miscommunications can occur with patients, among staff members, and practicing physicians. Among other things, culture may affect how we motivate individuals, determine what patients want to be told, and how much is understood (de Ruiter and Saphiere, 2001).

Influence of Followers on Leaders
Leaders need to be aware of their followers’ influence. Citing numerous recent news events (corporate fraud, the Challenger disaster, etc.) Offermann (2004) demonstrates how followers influence leaders in both positive and negative ways. There is no guarantee that followers will not mislead leaders, but adhering to certain principles will guard against this happening. By keeping vision and values front and center, cultivating truth tellers, honoring one’s intuition, making sure people around you are allowed to disagree, setting a good ethical climate and delegating appropriately, the leader creates an atmosphere in which follower influence will result in positive and rather than negative outcomes (Offermann, 2004).

Recognition and Management of Flaws
Kellerman (2004) maintains that in this age of leadership development, theorists have concluded that leaders are always good, when in reality, flawed leaders are to be found everywhere. There is a need to remind ourselves that leaders are like the rest of us. Leaders may be deceitful and trustworthy, greedy and generous, cowardly and brave. To assume that all good leaders are good people is foolhardy and makes us blind to the human condition. It is only when we recognize and manage our failings that leaders achieve greatness (Kellerman, 2004). Future leadership theory may well focus on why leaders behave badly and why followers continue to follow bad leaders.

Concepts and Questions for Future Leadership
Obviously much is to be learned about the complexities of leadership. Porter-O’Grady (2003) states that the changing times have given leaders a more demanding and vital role to play in health care. The future raises many questions that remain to be answered:

• If societal, group, organizational, and individual values conflict, what goals or objectives should guide the leader and his or her followers?
• What other variables that we have not even begun to consider may yet be a critical factor in understanding leadership?
• Must all followers be empowered? Should all followers be empowered?
• What safeguards should be used so that “shared vision” does not represent “group think,” whereby all group members think alike?
• Can and should leader accountability be formalized? If so, how?
Gardner (1990) states, “We have barely scratched the surface in our efforts toward leadership development. In the mid-21st century, people will look back on our present practices as primitive” (p. xv). It is imperative, then, that nurse leader–managers not only actively pursue leadership development, but also make every effort possible to remain current in their understanding and application of contemporary leadership principles.

Kerfoot (2000) expands on this idea by stating that healthcare organizations have been managing only well enough to maintain the status quo, but have not been leading to build new models of supporting healthcare environments. New models must be developed in which the destiny of the organization is shared so that both the individual and the organization grow.

**INTEGRATING LEADERSHIP AND MANAGEMENT SKILLS**

In examining leadership and management, it becomes clear that these two concepts have a symbiotic or synergistic relationship. For managers and leaders to function at their greatest potential, the two must be integrated. Every nurse is a leader and manager at some level, and the nursing role requires leadership and management skills. The need for visionary leaders and effective managers in nursing precludes the option of stressing one role over the other. Because rapid, dramatic change will continue in nursing and the healthcare industry, it has grown increasingly important for nurses to develop skill in leadership roles and management functions. Display 3.3 identifies distinguishing traits of the integrated leader–manager.

**Display 3.3 Characteristics of an Integrated Leader–Manager**

Nurses must strive for the integration of leadership characteristics throughout every phase of the management process. Six distinguishing traits of integrated leader–managers include the following:

1. They think longer term. They are visionary and futuristic. They consider the effect that decisions will have years from now as well as immediately.
2. They look outward, toward the larger organization. They do not become narrowly focused. They understand how their unit or department fits into the bigger picture.
3. They influence others beyond their own group. Effective leader–managers rise above an organization’s bureaucratic boundaries.
4. They emphasize vision, values, and motivation. They understand intuitively the unconscious and often non-rational aspects of interactions with others. They are very sensitive to others and to differences in each situation.
5. They are politically astute. They can cope with conflicting requirements and expectations from their many constituencies.
6. They think in terms of change and renewal. The traditional manager accepts the structure and processes of the organization, but the leader–manager examines the ever-changing reality of the world and seeks to revise the organization to keep pace.

Leadership and management skills can and should be integrated as they are learned. This union can best occur by (1) using experiential learning exercises designed to increase whole-brain thinking, (2) demonstrating the leadership component in all management functions, and (3) using a scientific approach to problem solving.

**Key Concepts**

- Three primary forms of leadership styles have been identified: authoritarian, democratic, and laissez-faire.
- Research has shown that the leader–manager must assume a variety of leadership styles, depending on the needs of the worker, the task to be performed, and the situation or environment. This is known as situational or contingency leadership theory.
- Management and leadership have distinct differences and similarities and overlapping skills.
- There is a critical need for leadership development in nursing.
- Leadership is a process of persuading and influencing others toward a goal and is composed of a wide variety of roles.
- Early leadership theories focused on the traits and characteristics of leaders.
- Servant leadership is a leadership model that puts serving others as the first priority.
- Contemporary research focuses more on leadership as a process of influencing others within an organizational culture and the interactive relationship of the leader and follower.
- The basic premise of interactional theory is that leadership behavior is generally determined by the relationship between the leader’s personality and the specific situation.
- The manager who is committed, has a vision, and is able to empower others with this vision is termed a transformational leader.
- The traditional manager, concerned with the day-to-day operations, is called a transactional leader.
- Transformational leaders and followers have the ability to raise each other to higher levels of motivation and morality.
- The organization and the environment play critical roles in the development and support of the transformational and transactional leadership skills of its employees.
- Integrating leadership skills with the ability to carry out management functions is necessary if an individual is to become an effective leader–manager.
- A new emerging role for a leader–manager is the role of cultural bridge.
- Emotional intelligence is required by leader–managers in order to enhance their success.
More Learning Exercises and Applications

These exercises may be discussed individually or in groups, or used as written assignments.

Learning Exercise 3.6

When Culture and Policy Clash
You are the nurse manager of a medical unit. Recently your unit admitted a 16-year-old East Indian boy, newly diagnosed with type 2 (insulin-dependent) diabetes. The nursing staff has been interested in his case and has found him a delightful young man, very polite and easygoing. However, his family has been coming in increasing numbers and bringing him food that he should not have.

The nursing staff have come to you on two occasions and complained about the family’s noncompliance with visiting hours and unauthorized food. Normally the nursing staff on your unit has tried to develop a culturally sensitive nursing care plan for patients with special cultural needs, so their complaints have taken you by surprise.

Yesterday two of the family members visited you and complained about hospital visitor policies and what they took to be rudeness by two different staff members. You spent time talking to the family and when they left they seemed agreeable and understanding.

Last night one of the staff nurses told the family that according to hospital policy only two members could stay (this is true) and if the other family members did not leave she would call hospital security. This morning the boy’s mother and father suggest that they will take him home if this matter is not resolved. The patient’s diabetes is still not controlled and you feel it would be unwise for this to happen.

Assignment: Divide into groups. Develop a plan of action for solving this problem. First select three desired objectives for solving the problem and then proceed to determine what you would do that would enable you to meet your objectives.

Learning Exercise 3.7

Delineating Management Functions and Leadership Roles
Examine the scenario in Learning Exercise 3.6. How would you divide the management functions and leadership roles in this situation? For example you might say that having the nurse manager adhere to hospital policy was a management function and that counseling staff was a leadership role.

Assignment: List at least five management functions and five leadership roles that you could also delineate in this scenario. Share these with your group.
Learning Exercise 3.8

What’s Your Emotional Intelligence Level?
Do you feel that you have emotional intelligence? Do you express appropriate emotions, such as empathy when taking care of patients? Are you able to identify your own emotions when you are in an emotionally charged situation?

Assignment: Describe a recent emotional experience. Write a short report (two to four paragraphs) on how you responded in this experience. Were you able to read the emotions on the other individuals involved? How did you respond and were you later able to reflect on this incident?

Web Links

Leadership case studies
http://www.fau.edu/nli/
Nursing Leadership Institute. It offers many nursing links to leadership.

Leader values
http://www.leader-values.com/Guests/Lead23.htm
Presents Bennis’ insights on effective leadership, the distinction between leaders and managers, and the mistakes leaders can make.

The clinical nurse leader role
http://www.mapnp.org/library/ldrship/ldrship.htm
Overview of leadership in organizations.

References


Alexandria, VA: Miles River Press.


Bibliography


