



Psicologia dei Gruppi e delle Relazioni Sociali

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Theoretical Lessons (Part 1):

- 1- An introduction to the group dynamics (1)***
- 2- An introduction to the group dynamics (2)***
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- 4- Inclusion and Identity***
- 5- Formation***
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Lesson: 10 - (1/4)

Title: **Leadership**

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Lesson 10 Outline

- ***The Nature of Leadership***
 - *Leadership Myths*
 - *What Is Leadership?*
 - *What Do Leaders Do?*

- ***Leadership Emergence***
 - *Personal Qualities of Leaders*
 - *Who Will Lead?*

- ***Leader Effectiveness***
 - *Fiedler's Contingency Model*
 - *Participation Theories*

Groups generally require guidance as they strive to reach their goals, and the individual who coordinates and motivates the group can fundamentally shape the group's future. If asked, "What one thing would you change to turn an inept group into a productive one?" most people would answer, "The leader."





The Nature of Leadership

People have probably been puzzling over leadership since the first hominid cave dweller told the rest of the group, “We’re doing this all wrong. Let’s get organized.”

Egyptian hieroglyphics written 5000 years ago include the terms leader and leadership (Bass, 1990).

The great epics, such as Beowulf, the Song of Roland, and the Odyssey, are filled with the exploits of leaders of small bands of adventurers.

Leaders, like sex, language, and groups, make the anthropologist’s list of universals that have been identified as common to all cultures and all civilizations, without exception (Brown, 1991).

But what is leadership?

Leadership

Guidance of others in their pursuits, often by organizing, directing, coordinating, supporting, and motivating their efforts; also, the ability to lead others.



The Nature of Leadership

TABLE 9.1 Political Leaders' Comments on the Nature of Leadership

Source	Conception of Leadership
Napoleon Bonaparte	"A leader is a dealer in hope."
George W. Bush	"Leadership to me means duty, honor, country. It means character, and it means listening from time to time."
Benjamin Disraeli	"I must follow the people. Am I not their leader?"
Dwight D. Eisenhower	"Leadership is the ability to decide what is to be done, and then to get others to want to do it."
Adolf Hitler	"To be a leader means to be able to move masses."
Jesse Jackson	"Time is neutral and does not change things. With courage and initiative, leaders change things."
Ho Chi Minh	"To use people is like using wood. A skilled worker can make use of all kinds of wood, whether it is big or small, straight or curved."
Theodore Roosevelt	"The best executive is the one who has the sense enough to pick good men to do what he wants done, and self-restraint enough to keep from meddling with them while they do it."
Margaret Thatcher	"If you want something said, ask a man; if you want something done, ask a woman."
Harry S. Truman	"A leader is a man who has the ability to get other people to do what they don't want to do, and like it."
Lao Tzu	"A leader is best when people barely know that he exists, not so good when people acclaim him, worst when they despise him."



The Nature of Leadership

Leadership Myths

The political scientist James McGregor Burns (1978) has asserted that leadership is “one of the most observed and least understood phenomena on earth” (p. 2). Other experts have expressed dismay at the prevalence of misunderstanding about leadership, complaining that most people “don’t have the faintest concept of what leadership is all about” (Bennis, 1975, p. 1) and that “the nature of leadership in our society is very imperfectly understood” (Gardner, 1965, p. 3).

Is Leadership Power? Many people, including some prominent political leaders, ***assume that good leaders are those capable of manipulating, controlling, and forcing their followers into obedience.***

Adolf Hitler, for example, defined leadership as the ability to move the masses, whether through persuasion or violence, and Ho Chi Minh once said that a good leader must learn to mold, shape, and change people just as a woodworker must learn to use wood.

But people who use domination and coercion to influence others—whether they are kings, presidents, bosses, or managers are not necessarily leaders. Constructive leaders act in the best interests of a group with the consent of that group.



The Nature of Leadership

Leadership Myths

Leadership is a form of power, but power with people rather than over people—a reciprocal relationship between the leader and the led.

Are Leaders Born or Made?

Aristotle believed that leadership was an innate talent: “Men are marked out from the moment of birth to rule or be ruled.”

Some people, he believed, are born leaders, for their unique dispositional qualities predestine them for the role of leader, just as others are born to be followers. But ***studies of leadership development and effectiveness suggest that nurture, as well as nature, plays a role in determining who will lead and who will follow.***

Some people, by nature, possess certain highly stable personal qualities—such as particular temperaments, intelligence, or skill in dealing with people—that predispose them to be selected as leaders and to be successful in that role. But most people—through diligent effort and careful mentoring—can acquire the skills needed to become an effective leader.



The Nature of Leadership

Leadership Myths

Do All Groups Have Leaders? ***Groups can function without a leader, but this role is usually the first to emerge in a newly formed group. In groups that exist only briefly, all members may share leadership responsibilities, but groups working for an extended duration on more complex tasks require coordinated action, as do those experiencing conflict.*** The size of the group is also critical: ***members of larger groups are more likely to rely on one of their members to make rules clear, keep members informed, and make group decisions.***

In general, leaders appear in groups when:

- (1) members feel that success on the group task is within their reach,
 - (2) the rewards of success are valued,
 - (3) the task requires group effort rather than individual effort,
 - (4) an individual with previous experience in the leadership role is present in the group.
-
- ***A group that is facing a stressful situation***—such as a potential failure or danger—is also likely to embrace a leader’s guidance (Guastello, 2007; Hemphill, 1950).
 - Some evidence suggests that a ***group of men*** will be more likely to include a leader than will a group of women (Schmid Mast, 2002).
 - The investigators concluded that ***men, in general, are more tolerant of inequality than women***, so they favor social hierarchy and centralization (Berdahl & Anderson, 2005).
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The Nature of Leadership

Leadership Myths

Do Followers Resist Leaders? Some laypersons and experts have suggested that groups function best without leaders—that reliance on a central authority figure weakens the group and robs members of their self-reliance.

- Some, too, have noted that ***groups chafe under the control of a leader***, for they begrudge the authority and power of the leader (Gemmill, 1986).
- Yet ***most people prefer to be led rather than be leaderless***. Group members are usually more satisfied and productive when their groups have leaders (Berkowitz, 1953).
- Group members often ***complain about the quality of their leaders, but they seek out better leaders*** rather than avoiding them altogether (Hogan & Kaiser, 2005).
- Most people do ***not just accept the need for a leader but appreciate the contribution that the leader makes to the group*** and its outcomes (Friedman & Saul, 1991; Stewart & Manz, 1995).
- This ***“need for a leader” becomes particularly strong in groups that are experiencing interpersonal turmoil*** and can sometimes cause members to see leadership potential in people where none exists.
- ***Members do not resist having a leader***; instead, they conspire to create leaders both interpersonally and psychologically (Emrich, 1999).



The Nature of Leadership

Leadership Myths

Do Leaders Make a Difference? Leaders influence their groups in significant ways. Studies of leaders in all kinds of group situations—flight crews, politics, schools, military units, and religious groups—all suggest that groups prosper when guided by good leaders.

- Groups of individuals, when they face an emergency, often fail to respond; but ***if a leader is present in the group the bystander effect is less likely to occur*** (Baumeister et al., 1988).
- ***Groups, when discussing solutions to problems, tend to spend too much time discussing information shared by many members— unless a leader is present*** in the group who controls the group's tendency to focus on shared information (Larson et al., 1996).
- ***When a company gets a new CEO, its performance tends to climb*** (Jung, Wu, & Chow, 2008).



The Nature of Leadership

Leadership Myths

Do Leaders Make a Difference? Leaders influence their groups in significant ways. Studies of leaders in all kinds of group situations—flight crews, politics, schools, military units, and religious groups—all suggest that groups prosper when guided by good leaders.

- ***Newly appointed leaders who inspire and excite members with fresh ideas and strategies can spur the group on to great achievements*** and successes (Zaccaro & Banks, 2001).
- ***Unfortunately, the difference leaders make is not always a positive one.*** Leaders sometimes take their group in directions it should not go. They act to promote their own personal outcomes and overlook the good of the group. Leaders manipulate followers, persuading them to make sacrifices, while the leaders enjoy the rewards of their power and influence. They push their agendas too hard, their groups obey their demands, and only later do all realize their mistakes (Lipman-Blumen, 2005). Such leaders are influential—but in a negative way.



Lesson: 10 - (2/4)

Title: **Leadership**

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The Nature of Leadership

What is Leadership

Leadership is not the power to coerce others, an inborn trait, a necessity of group life, or a mysterious capacity to heal sick groups.

Instead, leadership is the process by which an individual guides others in their collective pursuits, often by organizing, directing, coordinating, supporting, and motivating their efforts.

Leadership, then, is not a static characteristic of an individual or a group, but a complex of interpersonal processes whereby cooperating individuals are permitted to influence and motivate others to promote the attainment of group and individual goals.

These processes are reciprocal, transactional, transformational, cooperative, and adaptive.



The Nature of Leadership

What is Leadership

These processes are reciprocal, transactional, transformational, cooperative, and adaptive.

Reciprocal process, involving the leader, the followers, and the group situation. The leader does not just influence the group members; rather, the leader–follower relationship is mutual. An interactional view assumes that leadership cannot be understood independently of followership—the skills and qualities displayed by nonleaders (Hollander, 2006; Messick, 2005)

Transactional process, in which leaders and followers work together, exchanging their time, energies, and skills to increase their joint rewards (Avolio, 2004).

Transformational process, for leaders heighten group members' motivation, confidence, and satisfaction by uniting members and changing their beliefs, values, and needs (Burns, 2003).

Cooperative process of legitimate influence rather than sheer power. The right to lead is, in most instances, voluntarily conferred on the leader by some or all members of the group, with the expectation that the leader is motivated by the group's collective needs rather than his or her own interests (Avolio & Locke, 2002).

Adaptive, goal-seeking process, for it organizes and motivates group members' attempts to attain personal and group goals (Parks, 2005).



The Nature of Leadership

What do leaders do?

Task-Relationship Model

A descriptive model of leadership which maintains that most leadership behaviors can be classified as either performance maintenance or relationship maintenance.

Wendy Kopp carried out a staggering array of diverse activities as the Chief Executive Officer (CEO) of TFA, but the task-relationship model of leadership assumes that these many and varied behaviors cluster into one of two basic categories

Task leadership focuses on the group's work and its goals. To facilitate the achievement of group goals, the leader initiates structure, sets standards and objectives, identifies roles and positions members in those roles, develops standard operating procedures, defines responsibilities, establishes communication networks, gives evaluative feedback, plans activities, coordinates activities, proposes solutions, monitors compliance with procedures, and stresses the need for efficiency and productivity (Lord, 1977; Yukl, 2006).

Relationship leadership focuses on the interpersonal relations within the group. To increase socioemotional satisfaction and teamwork in the group, the leader boosts morale, gives support and encouragement, reduces interpersonal conflict, helps members to release negative tensions, establishes rapport, and shows concern and consideration for the group and its members (Lord, 1977; Yukl, 2006).



The Nature of Leadership

What do leaders do?

TABLE 9.2 Task and Relationship Leadership: Definitions, Related Terms, and Sample Behaviors

Factor	Terms	Sample Behaviors
Task leadership promoting task completion; regulating behavior, monitoring communication, and reducing goal ambiguity	Task-oriented, agentic, goal oriented, work facilitative, production centered, administratively skilled, goal achievement	<ul style="list-style-type: none">• Assigns tasks to members• Makes attitudes clear to the group• Critical of poor work• Sees to it that the group is working to capacity• Coordinates activity
Relationship leadership maintaining and enhancing positive interpersonal relations in the group; friendliness, mutual trust, openness, recognizing performance	Relationship oriented, communal, socioemotional supportive, employee centered, relations skilled, group maintenance	<ul style="list-style-type: none">• Listens to group members• Easy to understand• Friendly and approachable• Treats group members as equals• Willing to make changes



The Nature of Leadership

What do leaders do?

TABLE 9.3 Characteristics That Can Substitute for and Neutralize Relationship and Task Leadership

Characteristic	Substitutes for or Neutralizes	
	Relationship Leadership	Task Leadership
Of the group member		
1. Has ability, experience, training, knowledge		X
2. Has a need for independence		X
3. Has a "professional" orientation	X	X
4. Is indifferent to group rewards	X	X
Of the task		
5. Is unambiguous and routine		X
6. Is methodologically invariant		X
7. Provides its own feedback concerning accomplishment		X
8. Is intrinsically satisfying	X	
Of the organization		
9. Is formalized (has explicit plans, etc.)		X
10. Is inflexible (rigid, unbending rules, etc.)		X
11. Has specified staff functions		X
12. Has cohesive work groups	X	X
13. Has organized rewards not controlled by leader	X	X
14. Has physical distance between leader and members	X	X

SOURCE: "Substitutes for leadership: Their meaning and measurement" by S. Kerr & J.M. Jermier, *Organizational Behavior and Human Performance*, 22, 1978. © 1978 by Academic Press. Reprinted by permission.



Lesson: 10 - (3/4)

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Leadership Emergence

Leadership Emergence

The process by which an individual becomes formally or informally, perceptually or behaviorally, and implicitly or explicitly recognized as the leader of a formerly leaderless group.

Great Leader Theory

A view of leadership, attributed to historian Thomas Carlyle, which states that successful leaders possess certain characteristics that mark them for greatness, and that such great leaders shape the course of history.

- An ***interactional approach*** to leadership, however, reconciles these two models by asserting that ***traits and situations interact to determine who will lead and who will not***. If a group is about to disintegrate because of heated conflicts among the members, for example, the effective leader will be someone who can improve the group's interpersonal relations (Katz, 1977).
- Similarly, ***if individuals possess skills that facilitate performance on intellectual tasks but undermine performance on artistic tasks, then they are likely to emerge as effective leaders only if the group is working on intellectual tasks*** (Stogdill, 1974).
- Lewin's $B = f(P, E)$ formula for interactionism, applied to leadership, suggests that ***a leader's behavior is a function both of the characteristics of the person and the characteristics of the group situation***



Leadership Emergence

Personal qualities of leaders

Personality Traits

Early leadership researchers believed that leaders possessed certain personality traits that set them apart from others.

- After conducting hundreds of studies, **researchers began to wonder if personality made much of a difference when trying to predict who would emerge as a leader and who would not** (Mann, 1959; Stogdill, 1948).
- They also discovered that **single traits sometimes said little about emergence, but when they looked at personality profiles that took into account several traits then clearer patterns emerged** (e.g., Smith & Foti, 1998).
- Longitudinal designs that involved tracking people over a long period of time indicated that **personality measured as long as 20 years before successfully predicted promotion to positions of leadership in business settings** (Miner, 1978).
- Meta-analysis also helped researchers sift through all the findings, for this type of review catalogs the findings from multiple studies more precisely by using statistics rather than subjective interpretation (Zaccaro, 2007; Zaccaro, Gulick, & Khare, 2008).

Leadership Emergence

Personal qualities of leaders

TABLE 9.4 A Sampling of Personality Characteristics That Are Reliably Associated with Leadership Emergence

Characteristic	Relationship to Leadership Emergence
Assertiveness	The relationship between assertiveness and leadership emergence is curvilinear; individuals who are either low in assertiveness or very high in assertiveness are less likely to be identified as leaders (Ames & Flynn, 2007).
Authenticity	Individuals who are more aware of their personality qualities, including their values and beliefs, and are less biased when processing self-relevant information, are more likely to be accepted as leaders (Ilies, Morgeson, & Nahragang, 2005).
Big Five personality factors	Those who emerge as leaders tend to be more extraverted, conscientious, emotionally stable, and open to experience, although these tendencies are stronger in laboratory studies of leaderless groups (Judge, Bono, Ilies, & Gerhardt, 2002).
Birth order	Those born first in their families and only children are hypothesized to be more driven to seek leadership and control in social settings. Middle-born children tend to accept follower roles in groups, and later-borns are thought to be rebellious and creative (Grose, 2003).
Character strengths	Those seeking leadership positions in a military organization had elevated scores on a number of indicators of strength of character, including honesty, hope, bravery, industry, and teamwork (Matthews et al., 2006).
Dominance	Individuals with dominant personalities—they describe themselves as high in the desire to control their environment and influence other people, and are likely to express their opinions in a forceful way—are more likely to act as leaders in small-group situations (Smith & Foti, 1998).
Gender identity	Masculine individuals are more likely to emerge as leaders than are feminine individuals (Lord, De Vader, & Alliger, 1986).
Narcissism	Individuals who take on leadership roles in turbulent situations, such as groups facing a threat or ones in which status is determined by intense competition among rivals within the group, tend to be narcissistic: arrogant, self-absorbed, hostile, and very self-confident (Rosenthal & Pittinsky, 2006).
Self-efficacy for leadership	Confidence in one's ability to lead is associated with increases in willingness to accept a leadership role and success in that role (Hoyt & Blascovich, 2007).
Self-monitoring	High self-monitors are more likely to emerge as the leader of a group than are low self-monitors, since they are more concerned with status-enhancement and are more likely to adapt their actions to fit the demands of the situation (Bedeian & Day, 2004).
Social motivation	Individuals who are both success-oriented and affiliation-oriented, as assessed by projective measures, are more active in group problem-solving settings and are more likely to be elected to positions of leadership in such groups (Sorrentino & Field, 1986).

Leadership Emergence

Personal qualities of leaders

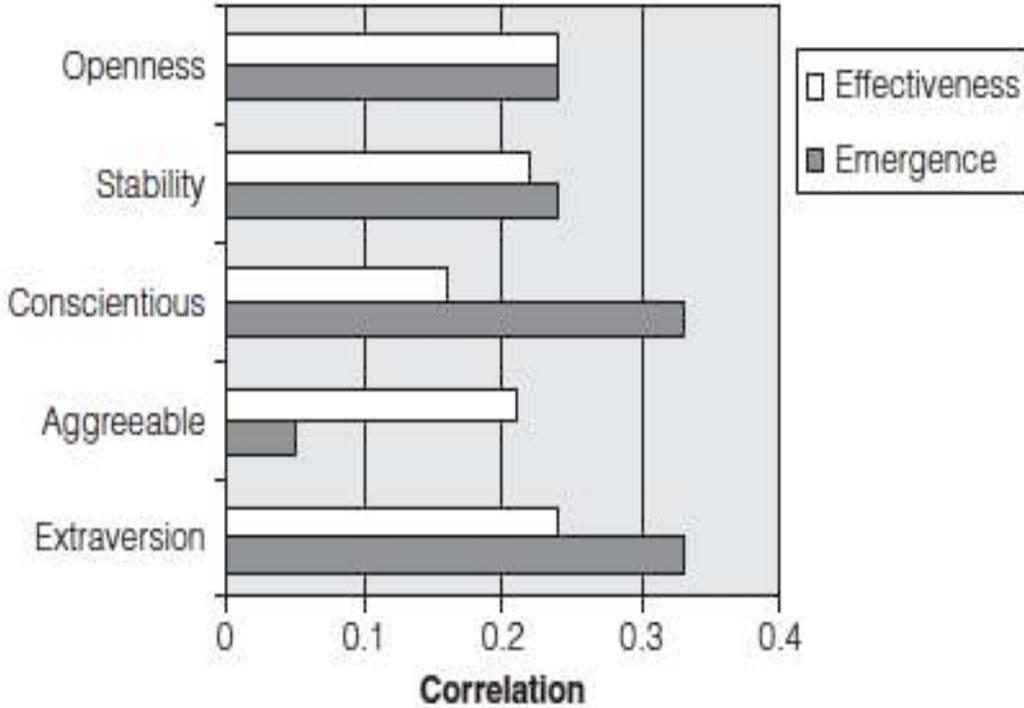


FIGURE 9.2 The relationship between the personality factors identified in the Big Five model of personality and leadership emergence and effectiveness. When researchers used meta-analysis to combine the results of 222 correlational findings generated in 73 samples of the personality-leadership relationship, they found that extraversion is the strongest predictor of emergence and agreeableness is the weakest (Judge, Bono, Ilies, & Gerhardt, 2002).

SOURCE: "Personality and leadership: A qualitative and quantitative review" by T.A. Judge, J.E. Bono, R. Ilies, & M.W. Gerhardt, *Journal of Applied Psychology*, 87, 2002. Reprinted by permission.



Leadership Emergence

Personal qualities of leaders

Intelligence: Wendy Kopp has many qualities, but when people describe her they often start with one word: smart. Intelligence and leadership emergence and effectiveness go hand in hand.

- The **average correlation is small, between .25 and .30**, but is consistent across studies, populations, and settings (Stogdill, 1948, 1974).
- **Leaders tend to score higher than average on standard intelligence tests and they make superior judgments with greater decisiveness.** They tend to be knowledgeable both generally and about their particular field, and their verbal skills—both written and oral—are superior relative to nonleaders. Leaders, however, typically do not exceed their followers' intellectual prowess by a wide margin (Simonton, 1985).
- **Groups generally prefer leaders who are more intelligent than the average group member, but too great a discrepancy introduces problems in communication, trust, and social sensitivity.** Although highly intelligent individuals may be extremely capable and efficient leaders, their groups may feel that large differences in intellectual abilities translate into large differences in interests, attitudes, and values. Hence, although high intelligence may mean skilled leadership, a group prefers to be “ill-governed by people it can understand” (Gibb, 1969, p. 218).

Leadership Emergence

Personal qualities of leaders

Emotional Intelligence
The component of social intelligence that relates to one's capacity to accurately perceive emotions, to use information about emotions when making decisions, and to monitor and control one's own and others' emotional reactions.

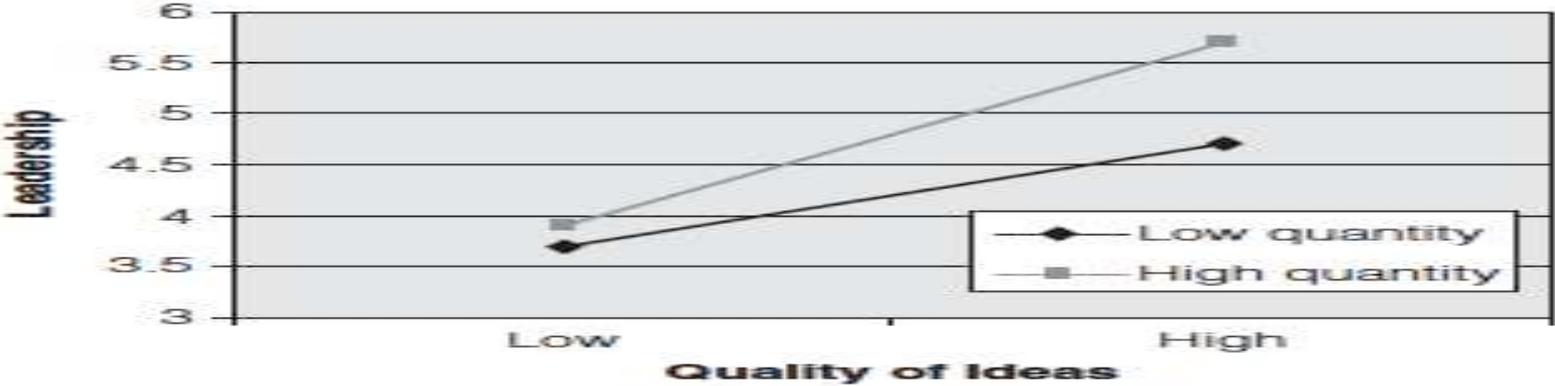


FIGURE 9.3 The impact of quantity and quality of participation on leadership emergence in small groups.

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Lesson: 10 - (4/4)

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Leadership Emergence

Who will lead?

Implicit leadership theories (ILTs)

Group members' taken-for-granted assumptions about the traits, characteristics, and qualities that distinguish leaders from the people they lead.

This theory, developed by Robert Lord and his colleagues, assumes that each group member comes to the group equipped with a set of expectations, beliefs, and assumptions about leaders and leadership.

These cognitive structures are termed implicit leadership theories or leader prototypes.

These structures are described as implicit because they are not overtly stated and are called theories because, like formal theories, they include generalities about leadership and hypotheses about the qualities that characterize most leaders (Lord, Foti, & De Vader, 1984; Lord & Maher, 1991).

Leadership Emergence

Who will lead?

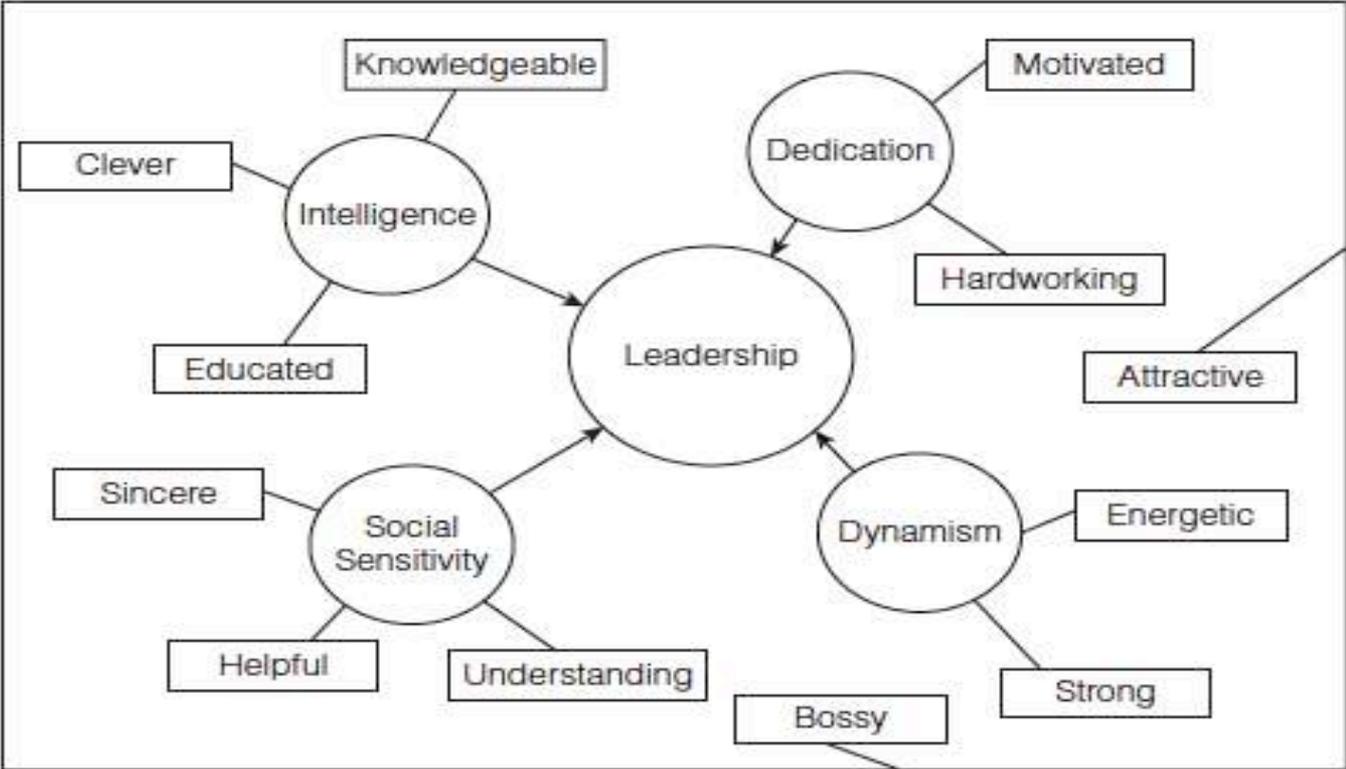


FIGURE 9.4 A representation of the associations that make up an implicit leadership theory.



Leadership Emergence

Who will lead?

Social Identity Theory: Michael Hogg and his colleagues believe that social identity processes influence a wide range of leadership processes, including who the group selects to be their leader. They theorize that individuals who identify with their group include in their self-definition their social identity qualities that they share in common with other group members. They also develop an idealized image of the prototypical member of the group and over time consensus will emerge on these characteristics.

- **Applied to leadership, social identity theory maintains that individuals who most closely match the qualities of the shared prototype will be more likely to emerge as leaders.** For example, groups that prize cooperation and sensitive communication among members should favor relationship-oriented leaders, whereas groups of individuals who pride themselves on their action and productivity will support task-oriented leaders (Hogg, 2007, 2008; Reicher, Haslam, & Hopkins, 2005).
- **Group members who identified with the group were more positive about the prototypical leader** (Hains, Hogg, and Duck, 1997).



Leadership Effectiveness

Alexander the Great controlled a huge empire without any modern means of transportation or communication. He was an effective leader. But what is the key of effectiveness?

Contingency Theory

Fred Fiedler's conceptual analysis of leadership which posits that a leader's success is determined by his or her leadership style and the favorability of the group situation; more generally, any analysis of leadership that suggests that the effectiveness of leaders depends on the interaction of their personal characteristics and the group situation.



Leadership Effectiveness

Fiedler's contingency theory assumes that leadership effectiveness is contingent on both the leaders' motivational style and the leader's capacity to control the group situation (Fiedler, 1964, 1967, 1971, 1978, 1981, 1993, 1996).

Situational Control Theory and Factors determining control

Leader-member relations. If the group is highly cohesive and relatively conflict-free, the leader will be less concerned with peacekeeping and monitoring behavior.

Task structure. When task structure is high, the group's tasks are straightforward and have only one right solution, whose correctness is easily verified. Tasks that are unstructured, in contrast, are ambiguous, admit many correct solutions, and offer no one correct way of reaching the goal.

Position power. Leaders with high position power can control rewards, punishments, salaries, hiring, evaluation, and task assignment. In some groups, on the other hand, the leader may have relatively little power.



Leadership Effectiveness

Participation Theory

Kurt Lewin, Ronald Lippitt, and Ralph White conducted one of the earliest laboratory studies of interacting groups to determine the relative effectiveness of shared and unshared approaches to leadership.

They arranged for groups of 10- and 11-year-old boys to meet after school to work on various hobbies.

In addition to the boys, each group included a man who adopted one of three leadership styles (Lewin, Lippitt, & White, 1939; White & Lippitt, 1960, 1968)



Leadership Effectiveness

Participation Theory

The authoritarian, or autocratic, leader took no input from the members in making decisions about group activities, did not discuss the longrange goals of the group, emphasized his authority, dictated who would work on specific projects, and arbitrarily paired the boys with their work partners.

The democratic leader made certain that all activities were first discussed by the entire group. He allowed the group members to make their own decisions about work projects or partners and encouraged the development of an egalitarian atmosphere.

The laissez-faire leader rarely intervened in the group activities. Groups with this type of atmosphere made all decisions on their own without any supervision, and their so-called leader functioned primarily as a source of technical information.

The three types of leadership resulted in differences in efficiency, satisfaction, and aggressiveness.

The autocratic groups spent as much time working on their hobbies as the democratic groups, but the laissez-faire groups worked considerably less.