The Scarlet Cap

The Scarlet Cap is the Undergraduate Journal for the Organizational Leadership Program of the School of Arts and Science, Rutgers University.

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Contents

About *The Scarlet Cap*

The essays presented in this journal were original presented as a part of the capstone experience in the Organizational Leadership Program. These writings represents the student's perspective on contemporary topics in the field of Organizational Leadership.

In this, our third second volume, we feature four works that reflect the range of contemporary leadership issues which students in our program examine critically. Amy Joqauim examines examines Servant Leadership with in the context of leadership in higher education. The topic of how to prepare for global leadership is addressed in Vivianne Mohan's work. Final two essays take very different approaches (Carlos Ortiz and Tracey Samuel) consider the application of LMX Theory in a pratictical organizational leaedership   context.

We are proud to present these essays which provide thoughtful insights of our student regarding the application of leadership in a organizational settings.

Organizational Leadership

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Service and Leadership Intertwined

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Service is an idea that we typically value as a society. We encourage community service, we thank those who serve our country, and our elected officials serve in office. Cathy Davidson challenges the notion of service in the higher education system through her article "Down With Service, Up With Leadership," published in The Chronicle of Higher Education. In her article, Davidson identifies difficulties with finding effective leaders in the higher education field, citing a culture valuing service rather than leadership to blame. Examining Davidson's article through the lens of literature that identifies service as an integral part of leadership raises questions about Davison's use of the word "service," what leadership without a service focus might look like, and if service is truly the factor that is causing the lack of leadership in higher education as Davidson suggest.

What exactly is "service"? The Oxford dictionary's first definition of service is "The action of helping or doing work for someone", ("Service", 2013) which appears simple enough and not at all negative. However Davidson's view of service is not so clean cut, as she views service in a much more negative light. She asserts that "'service' is typically treated almost as an afterthought and is fraught with contempt. Worse, it carries in its etymology a history of homage and servitude, servant, and even slave." In a higher education system that is continuously facing a number of challenges every day, it is necessary that employees have the autonomy to affect change, pose solutions to potential problems, and have the initiative to move these potential solutions forward in order to make progress within the field. Davidson argues that when the workplace culture in higher education values service over leadership, employees will blindly follow along with current policies and procedures rather than challenging the issues at hand. When it comes to a new initiative or committee, Davidson says, a service-oriented workplace will not have anyone well versed enough in the variety of necessary leadership skills to be able to guide that workplace in various tasks and initiatives, but particularly not in affecting change on an institution or a great system, because all of the current employees are looking just to follow

someone else, or "serve" a person above them who is actually making the decisions. The problem Davidson identifies is that if a workplace so heavily values service rather than leadership, and everyone is looking to serve someone above them, then who will step up to be the person leading everyone else? Davison feels that not enough educators are skilled in leadership, so the same couple of educators who possess leadership ability become overworked (Davidson, 2013).

Davidson has seen this problem occurring across a large amount of higher education institutions, but her analysis of the situation begs of the question of whether service is to blame, and what the relationship between service and leadership is. Leadership is not just a managerial position that comes with a title and a set of technical and organizational skills; Theories of leadership are much more complex than that. I propose that leadership, at its truest form, involves passion, and being able to believe strongly in what the leader is working towards in order for his or her followers to buy into that particular leader and where they are headed. It also involves vision, motivating followers, and ethical decision making, just to name a few of the many traits that have been identified in literature on leadership. In terms of vision, people who are exhibiting true leadership are working towards something in particular, a goal they feel will help take steps towards making something better better, and moving the current reality of the world a little bit closer to the ideal they have in mind.

Abstract

Service is an idea that we typically value as a society. We encourage community service, we thank those who serve our country, and our elected officials serve in office. Cathy Davidson challenges the notion of service in the higher education leadership in her article "Down With Service, Up With Leadership," published in The Chronicle of Higher Education. Examining Davidson's article through the lens of leadership literature that identifies service as an integral part of leadership raises questions about Davison's use of the word "service. This article argues that service and leadership are intertwined, and that true and effective leadership cannot exist without service as its foundation.

Given that "helping" is a part of the dictionary definition of service, and that the idea of helping seems to be tied in with true leadership, it appears that while Davidson teases apart service and leadership, treating them as two separate ideas that conflict with each other, service and leadership may actually go hand in hand, with leadership not being able to exist without service to some greater cause as a part of its definition. In the realm of higher education, it seems especially that service and leadership are irrevocably intertwined. A large number of higher education institutions have centers and offices revolving around leadership and service, including New York University, Illinois State University, and the University of Tennessee, just to name a few. These various offices pair leadership and service together, often coordinating various service opportunities for university students while guiding them in translating those service experiences into practical leadership abilities.

Robert Greenleaf has a theory on leadership that centralizes around the idea that service is an integral part of effective leadership. His theory is based on the idea that if a leader feels a need to serve first, then leadership will come later as that person is serving and then aspires to lead others in their service. Greenleaf asserts that those who aspire to lead before they aspire to serve others do so because they crave power or possessions. More importantly, Greenleaf explains that those who are leaders cannot be effective at all unless they first have been servants. He explains in his essay, "Servant Leadership," that the authority of leaders is granted by the followers themselves, and "the only authority deserving one's allegiance" is the authority that is bestowed upon the leader by the followers themselves. Followers will choose who they want to lead them and follow that person wholeheartedly. He then answers the question of how followers make the decision to follow a particular person over someone else. Greenleaf explains that followers respond to leaders who have first proven themselves, which they do by being trusted as servants. When Davidson points out that "service" prompts several other words and ideas such as "servant," she does this to turn readers away from the word service and utilizes the word servant while implying that the negative connotations that can accompany this word prove that service should not be as valued as the higher education workplace typically believes it should be. Greenleaf uses the word servant in the

opposite manner, directly conflicting with Davidson's analysis. He speaks of servants as people who are focused on the growth and development of the people and communities that surround them, and because they are passionate about this development, they act as a servant to this constituency, doing whatever they can do better it. (Greenleaf, 1977). Without this passion and dedication toward the betterment of some greater cause, it is likely that leadership would be at best ineffective, or cease to truly exist at all, falling short of leadership and instead finding itself in the territory of management, lacking any real vision and growth, just simply getting tasks completed. While Davidson argues that service leads a dismal outcome, Greenleaf claims leadership without service is potentially more catastrophic (Greenleaf, 1977)

By contrasting Greenleaf's theory of Servant Leadership and Davidson's essay about creating a culture that values institutional leadership over service, it raises the question of what leadership without service might look like in a workplace, and in particular, in the administration of higher education. To serve something is, in part, to be committed to it, and more importantly, to be committed to its betterment. When someone chooses to truly serve something, it is an investment demonstrating a passion for where that organization is headed. True service is putting something or someone before yourself and doing what is best for the greater good. Now strip all of these qualities away from leadership, and examine what is left. Is someone in a position of authority that is not truly committed to the organizational vision really leading or rather are they simply delegating tasks that lack meaning or mundane with no real connection to a greater cause. Often times within an organization, particularly in an organization such as higher education which has such a large, complicated structure some of the tasks performed are not always glamorous. They may be just filling out paperwork, making calls, placing orders, or sitting in meetings. If someone in one of these organizations lacks the understanding of how these tasks fit into the larger organization, or these tasks are being dealt out without any explanation as to how they are helping to better the organization in any way, surely a follower who is completing these tasks will not be as effective as one who believes the tasks they are performing are making a difference and serving a population that they care about. Without service, an authority figure isn't exhibiting leadership in delegating tasks, but with commitment and purpose, the same tasks cam be transformed into something bigger.

If putting others before yourself is a component of service, and service is stripped out of leadership, the leadership becomes very self-focused, and instead of being about the betterment of others and the institution, it would become about personal gain and power. Surely this kind of self-centered operating could not lead to anything particularly positive within the workplace. It would likely lead to followers who are underutilized and potentially underappreciated, as well as a hoarding of power, potentially making followers feel as though they don't have a voice, which leads

to a decrease in morale and a lack of motivation. Robert E. Kelley's essay "In Praise of Followers" explores this relationship between leaders and followers and asserts that followers are essential to a leader being effective, explaining "without his armies, after all, Napoleon was just a man with grandiose ambitions." Followers are necessary to a leader, given that they help him or her move towards their vision and carry out the mission of the organization. Kelley identifies several qualities of effective followers, one of which is commitment "to the organization and to a purpose, principle, or person outside of themselves." Kelley's essay asserts that leaders cannot be effective without effective followers, and effective followers have a commitment to a larger goal that the leader puts forth and sets as the standard. This purpose that the leader communicates must be more than just a betterment of themselves. In this model, Kelley's leader and followers are both serving, and this service is a core aspect of the effectiveness of the organization (Kelley, 1988).

If leadership cannot exist without service, can service exist without leadership? If a follower is committed and passionate about working towards the vision that someone else has for an organization, then that follower is exhibiting service, but not necessarily leadership. Joseph Rost explores the concept of active followers in his essay "Leaders and Followers Are the People in this Relationship." In this essay, he explains that many people have a negative connotation with the word "follower," as if it applied only to people who acted as sheep, blindly following a person in front of them with no real engagement. Rost challenges the idea of the passive follower that allows other people to take control and walk all over them. This passive follower is not one that is exhibiting service without leadership, they are simply working and performing tasks. Rost's essay examines the negative connotation of the word "follower." Rost describes a follower as one who is committed to a leader's vision and helping the leader work toward that vision, is the follower that is exhibiting service without leadership (Rost, 1991). This type of service without leadership best explains the difficulties that Davidson has described seeing in higher education institutions. She worries that college administrators are not innovating, they are simply serving someone else's vision. This is not necessarily bad in a normal context, but in terms of our higher education system, this vision

may be outdated, and university employees may need to step up and lead more, but that does not mean they need to serve less.

If a culture of service is not to blame, and the solution to problems in higher education is not to strip service out of leadership. In order to understand how to lead, one must follow first. A competent leader understands the perspective of his or her followers and what it is like to be a follower. Without this understanding, a leader cannot be effective, and a leader cannot have this understanding without serving as a follower before a leader. The higher education field has dedicated, service-oriented followers, but Davidson view they fail to function as effective leaders. Moving from a follower to a leader can be particularly intimidating, especially in a field of higher education where a leader might have completely different tasks and responsibilities existing within the realm of administration compared to subordinates who may be more closely connected to the student body. Just as educators are great in mentoring students, universities need to have in place some form of mentoring program for educators themselves, in which those who are leading in administration help those educators who are getting started out in an effort to introduce them to what leading within the higher education field is like, so if that person transitions into a leadership experience, not everything is coming as a shock. It is also possible that followers have simply become complacent, not motivated enough to move from the position they are in currently up into an administrator position. In this case, the issue is not in the followers being servants with no leadership skills, the issue is those that are currently in a position of leadership who do not know how to motivate their followers effectively. If this is indeed the issue, then those who are currently in positions of authority need to take initiative to learn various motivation techniques and become better educated in how to engage their followers.

Davidson's mistake in her essay is separating service and leadership, treating them as though they are two separate entities. Service and leadership are intertwined, given that true leadership cannot exist without service as a solid foundation. Greenleaf's theory of Servant Leadership demonstrates how ideally, service and leadership function together in order to work towards a better organization and community. Without service, leadership would cease to function effectively, centralizing around the leader and his or her own beliefs and needs, and without leadership, service is still an important part of the greater functioning. The higher education system needs to look not towards the service focus that many educators have in order to solve leadership issues, they instead need to look at who is already leading and how those people can mentor others to learn to lead themselves, as well as motivate followers to want to lead and believe that their voices are heard, their opinions matter, and they can affect change within the organization.

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Leadership in a Global Environment: Challenges, Development & Success

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The world as we know it is changing every second, and organizations everywhere are looking to expand internationally through joint ventures, alliances and partnerships, or mergers and acquisitions. As emerging leaders and college graduates, we will immediately be placed into the workforce consisting of multinational teams from all over the world, ranging from London, India and Australia, just to name a few. Teams are now virtual more than ever, utilizing videoconference, phone conference and instant messaging as primary communication tools. "Thus, the challenge of globalization is that organizations must adapt or die" (Terrell & Rosenbusch, 2013). How do leaders manage global teams made up of diverse personalities, culture norms and work ethics?

It's important to define what exactly a global leader is in order to assess what he or she needs to do in order to be successful. According to Alford, Lafferty and Dunn (2012), "Global leaders need to be able to develop talent and evoke the potential in people, organizations and the community to succeed in a volatile, uncertain, complex and ambiguous environment" (p. 4). A global leader faces a variety of organizational issues including strategic issues, exogenous and endogenous factors and complying with international policies and procedures.

According to a study done by Steve Terrell and Katherine Rosenbusch (2013), global leaders develop through first hand cross-cultural experience, global leaders learn how to deal with cultural sensitivity, and they require a unique set of competencies in order to effectively fulfill their roles. When asked what specific competencies were crucial to their global leadership role, CEOs of multinational enterprises

Abstract

Today's leaders are often called to work in multinational settings. Leading an international team can occur due to relocation to another county or through a multi-national team connected by technololgy. In either case, global leaderships require a unique set of competencies. in order to effectively fulfill their roles. These competenies include: cultural awareness and sensitivity, a global mindset or perspective, learning from experience, developing and maintaining relationships, communication, traits or attitudes, and knowledge and skills. This article outlines a process for the of emerging leaders to develop into global leaders.

responded with: cultural awareness and sensitivity, a global mindset or perspective, learning from experience, developing and maintaining relationships, communication, traits or attitudes, and knowledge and skills. Throughout the 20th century, there have been many theorists describing primary leadership traits that every leader must exhibit through their actions. The trait approach of leadership should include the characteristics that a global leader must posses and instill in order to manage change in an international setting. In addition to being intelligent, self-confident, determined, social and have integrity, a global leader must be open to learning, have a high level of curiosity and be willing to experiment with different ideas.

An effective global leader should be thoroughly aware of Geert Hofstede's research on cross-cultural dimensions, which are individualism versus collectivism, masculinity versus femininity, acceptance of power distance and uncertainty avoidance. "Multinationals need leaders who are not only adding value at a local level, but also taking positions of global relevance and influence" (Caldwell, 2013). The United States of America, for example, is very individualistic, meaning Americans are very "I" focused instead of "We" focused, has high masculinity, meaning driven by competition, achievement and success, has a low power distance score, meaning that they don't believe in workplace inequality, and does not like uncertainty at all. When global leaders are looking to expand internationally, they must first look at these cultural dimensions to determine what cultural and business challenges they may face by comparing the countries. Hofstede offers a great resource and tool in which researchers go into thorough detail on each dimension for a specific country. Having prior knowledge of a different

country's ethics, culture, business strategies and values can help a global leader choose the best possible international partner.

Understanding cultural dimensions is not enough for global leaders to truly be effective. Conger and O'Neill's research (2012) shows a significant shortage of global leaders and that organizations as a whole fail to realize the importance of integrating global leadership into their training curriculums. Global leaders today face a variety of challenges such as managerial effectiveness, inspiring their team members, the continuation of a company expanding overseas, leading change, factors that they cannot control, and certain international policies and procedures. Global leaders work with team members all over the world, sometimes only being connected by a computer screen or telephone conference call. Because of the lack of in person communication or the sharing of a workplace, it can be challenging to inspire international teams because they are not physically together or culturally on the same page. The path goal theory is an excellent approach to looking at global leadership because it clearly defines specific goals and tries to remove the certain obstacles a global leader may face. A global leader should be supportive in all aspects when working with an international team and with supportive behavior, the team members should feel satisfied and will accomplish the tasks that are required of them.

When working with multiple cultures and backgrounds, global leaders must create a positive organizational relationship among all members. Global leaders must recognize and respect others, create a trusting environment and also have a strategic process when it comes to making difficult decisions. There are many leadership scholars who continuously research on why we do not have enough efficient or competent global leaders leading the face of many organizations today. There is more than enough evidence on the knowledge, skills and abilities that global leaders lack, but there is not enough research on what is being done about it. That being said, the following table provides the essential learning outcomes for an emerging global leader, a global leader trainee

Emerging Global Leader	Global Leader Trainee	Global Leader
International experience	*Cross cultural training*	*Global responsiveness and integration*
Manage expatriate assignments	*Intercultural communication*	*Create team oriented environment*
Global mindset	*Needs assessment of international team*	*Fluency in another language*
Reflection on how best to benefit the organization	*Study current global leaders in organization*	*Continued international education*

An emerging global leader in a company or organization must be interested in doing an international assignment, or any overseas experience the company may present to him or her. Once the job is assigned and the employee is preparing for the assignment, it is the company's duty to train the emerging leader on what to expect, taking care of your health, the culture in the host country, and possibly the do's and don'ts when conducting business in the host country. After the emerging leader completes his or her international assignment, he or she becomes a very valuable employee to the company, having improved on cultural awareness, communication skills and business etiquette (International Assignment & Soft Skills, 2014) It is important for the employee to reflect on the international experience and how that experience would benefit the company in the home country, or the current global leader who manages international teams. An international experience will only put an emerging global leader to an advantage.

As an emerging leader, it is also important to obtain a global mindset from the international experience. According to Javidan and Walker, "Global Mindset is the set of attributes that help a manager influence individuals, groups and organizations from diverse cultural,

political and institutional backgrounds. Global Mindset is the capability to influence others unlike yourself – and that is the key difference between leadership and global leadership" (p. 38). This is something one learns one can do well or not while overseas, and the experience can be looked at as an assessment tool for whether or not the emerging leader would feel prepared in a global position within the organization.

When it is official that a global leader will be leading international teams across the globe, it is imperative to have cross-cultural training, specifically in the particular countries one would be working with. A global leader trainee must learn in depth information on Hofstede's cultural dimensions and create learning outcomes on how to improve his or her intercultural communication. Once the global leader trainee knows who will be on the international team and from what country, he or she must conduct a needs assessment to see where they are at the initiation of the global team, and where they should be within a few weeks of working together. Examining or looking up to current successful global leaders within the organization is also another essential mentoring practice in order to ensure one's successful leadership style.

Once a global leader is in the actual position of managing cross-cultural teams, he or she must be aware of local responsiveness of the team members. He must determine whether they are operating in their primary cultural way of getting things done, or if the team members are on board to assimilate to the home country's business etiquette. Stemming from that, it is important to create a comfortable and accommodating culture for all team members in order to efficiently and effectively get things done. Based on the understanding gained from studying Hofstede, a global leader should know where each team member's country stands on all five cultural dimensions. A global leader should be fluent in at least one other language other than English, for smooth transitioning with international joint ventures or mergers and acquisitions. Knowing the language of one of the partner countries will reduce any risks and miscommunication conflicts. Knowing another language will also increase comfortableness among the international team members.

Lastly, a global leader should always be open to new perspectives, new ideas, new

thought processes, and should never neglect any team member at any time. To continue international education, a global leader should also be aware of the economic, social and political climates of the country they are doing business with. Knowing this creates a better understanding of why a culture may be the way it is, and may provide a new perspective on how to address certain conflicts within the team. Part of a global leader's job is to continuously learn while managing an international team at the same time. That is what makes being a global leader so challenging yet so exciting. Learning how to be a successful global leader is a process that does not just happens overnight. Successful global leaders are in high demand in today's world. However, a well-planned development process can reduce that high demand and produce well prepared global leaders.

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LEADERSHIP AND FEEDBACK

Carlos Ortiz ' 14

As explored in their meta-analysis of the Leader-Member Exchange (LMX) Theory over the past several decades, George Gran and Mary Uhl-Bien (1995) provides a description on the process of LMX theory evolving within a group context. LMX theory suggests that organization members will divide into subgroups, as certain individuals may share similar characteristics. Often times, the leader of the organization may form special ties or bonds with one of these emergent groups. The members of this certain group then share a "special relationship" with the group leader, thus creating an "inner circle" or as LMX theory defines it, an "in-group." Members of the in group receive high levels of responsibility and access to otherwise scarce resources. The remaining groups are then considered the "out-groups" and they would typically (but not necessarily always) tend to be less motivated and/or less competent in comparison to the in group. In group members tend to be more willing to put in a large amount of effort in organizational activities, are found to be more committed to task objectives, and hold more administrative duties than out group members. Leaders in turn would tend to spend more time with these members and weigh their opinions more heavily than the out group members. In group members often report high levels of work satisfaction in their organizations and are found to be much more loyal to their leader or employer. On the other hand, out group members will tend to show a lesser degree of commitment to the organization, will mostly perform "up to the standard" and rarely exceed, and overall exhibit less loyalty to their leader. These out group members are seldom presented with organizational opportunities to grow and develop as

members and are seen as much more expendable. Although this theory provides a working framework to be explored behind the process of leadership in a group setting, it lacks an important and thorough review in an area of research that deals with providing feedback along with practicing leadership.

LMX Theory & Feedback: Personality Variables

Feedback is defined as "the process of actions taken by (an) external agent(s) to provide information regarding some aspect(s) of one's task performance" (Kluger & DeNisi, 1996.) Research in LMX theory has suggested that personality variables play an important part in feedback delivery, as well as the building of relationships between the leader and the follower. Pawar & Eastman (1997) pointed out that it is also important to consider external variables, such as the personalities of the group members, to determine how charismatic leadership may have an effect on subsequent group-member performance. Shea & Howell 1999) explore this dynamic utilizing a charismatic v. on-charismatic leader-member exchange relationship in conducting task feedback to a group of graduate students completing a difficult electrical hard-wiring task. The results showed that whether or not a leader was charismatic had no significant effect on subsequent performance on the task. However, the degree of perceived self-efficacy and the clarity and timeliness of the feedback had a significant effect on performance. The results suggest an important point in assessing LMX theory and feedback, that is, the personality of the leader is not the only dynamic at play in group performance. Rather, it is an intricate relationship between multiple factors (perceived self-efficacy and

Abstract

An integral part of practicing leadership involves the building of relationships with the people who are part of your organization. The Leader-Member Exchange Theory focuses on encouraging leaders to develop a personal and unique relationships with every individual in order to create a more trusting and supportive atmosphere for the group. However, providing feedback is a very fragile and complicated process. Through understanding the Leader-Member Exchange Theory this article explores a more efficient approach in the delivery of feedback in groups and organizations by focusing on the different proactive methods that leaders can utilize to provide overall better and more effective feedback to their group members.

quality of external feedback being among the most statistically relevant in this study.) However, an important limitation of this study is the fact that this experiment was conducted over a brief 2 hour session, where graduate students had no prior exposure to the leader. In real life, group members work with their leaders over an extended period of time.

Brett & Atwater (2001) explore the variables that play a role in conducting 360 degree feedback in an organization. Briefly, 360 degree feedback is the process by which extensive feedback, usually in a work setting, is gathered to assess the entire group, including the leaders and the followers. This information is gathered internally from both managers and employees, as well as externally, from higher administration, in order to provide a comprehensive review on an individual's performance. In assessing multiple companies that utilize this feedback process, Brett & Atwater found that generally, people react differently to positive v. negative feedback. People tended to react negatively to negative feedback from a superior, whereas people tended simply "lack a negative reaction" to positive feedback from a superior that reinforced a high opinion of themselves. It is found that individual member personality variables such as performance-prove goal orientation, high self-esteem, and normal locus of control had an impact on their susceptibility to negative feedback. People high in these personality characteristics also viewed negative feedback as less accurate, which may become an issue in the workplace, mainly because these employees will be less likely to utilize feedback in subsequent performances. However, a study conducted by Atwater, Waldman, Atwater, and Cartier (2000) revealed that managers who received a low rating from their subordinates tended to exhibit a lesser degree of loyalty to those subordinates. Another study (Atwater, Brett, Waldman, Yammarino, 2000) suggested that ratings of a supervisor's LMX and liking towards a subordinates decreased after receiving negative feedback from that subordinate. These studies are important because it highlights the importance of remaining unbiased in receiving feedback from group members and not letting your ego as a leader dictate how you act towards your group afterwards, for it may become a detriment to the organizational culture. The aforementioned literature has shown that LMX is clearly an integral part of receiving and delivering feedback, and

that personality variables do play a key role in the receiving and analyzing of feedback.

Components of Feedback

Feedback is a multi-faceted social process with many crucial components that interact. Patrick B. Ropella, CEO of Ropella, a consultant firm specializing in chemical and consumer products, highlights several components of feedback in his article "These Key Components to Effective Communication."

Feedback Delivery

When delivering feedback, it is important to think results and with a clear purpose. Remember that the point of a leader in providing feedback is that so he may be able to develop his or her group member to grow and perform more efficiently! Your organizational goals and vision should always act as a framework when constructing feedback, and therefore your feedback should always lie within these boundaries.

A leader must always think before he or she speaks. Although this may sound like common sense, it is in actuality much more complicated than what appears to be. Feedback must be candid and honest, and this may be hard for several leaders to do. However, if a leader maintains a mutually respectful relationship with his or her group members, this can help facilitate an honest discussion. A leader must also make sure to frame the feedback delivery positively and constructively. Instead of being unduly critical in your feedback, it is critical to emphasize the benefits of doing something better or differently. Misunderstanding in communication between the leader and the follower is not uncommon; therefore a leader must be able to carefully structure the message for the group member.

Feedback must also be specific and actionable. The more behaviorally-based instead of characteristic-based the feedback is, the more likely the group member will be in implementing your suggested changes. Using examples can help build your case so that the recipient will grant you more credibility on your assessment. Integrating information on an individual from multiple perspectives is also a useful tool in constructing more specific feedback, but this may be a tricky process since views may often conflict and the recipient may feel overwhelmed. Feedback must be actionable in the sense that it must be able to provide future direction for the recipient. By summarizing and synthesizing feedback into key themes, it will prove useful to provide some contextual linkages in order to give the person a view of the "bigger picture" and provide more detailed guidance in their role within the organization.

Receiving Feedback

There are always two sides to every coin, it is important for a leader to utilize his group as a resource and obtain feedback on his or her role within the organization. When receiving feedback from your group members, it is always important that you remain non-judgmental. Understand that feedback is an as-

sessment on your role within the group, not on your characteristics as a person. Taking feedback personally can be detrimental to your group.

A leader must always remain open-minded and listen non-defensively. There may be some flaws in our approach or poor habits that we have formed as leaders that we may not even notice. One must always be open-mined to the possibility that something can be done better or differently.

An effective leader considers all of the group's feedback to be constructive. Whether or not the feedback provided is profound, a leader must realize that is often a difficult task for a member to provide feedback to a superior figure. Always say "thank you" after receiving and delivering feedback. Discussions with employees or group members must always end on a sincere and reassuring note. By saying thank you, you reassure your group member that you were actively listening to what they had to say and genuinely appreciated their input. Saying "thank you" also helps maintain your relationship with your group member, and reassures them that the discussion was meant to be productive and conducive to the group's operations.

Pitfalls of Poor Feedback

By ignoring or failing to incorporate the essential components of feedback, a leader may fall into the trap of providing poor feedback. Poor feedback can be vague, overly-critical, characteristic-based, delivered inadequately, miscommunicated, and/or biased. Poor feedback can lead to a loss of motivation in your group workers, which is counterproductive. Even worse, it can hurt your relationship with your member and affect his or her sense of commitment to the group!

LMX Theory will help facilitate the feedback process and incorporate all of the aforementioned aspects. An "in group" and "out group" divide within a group will surely result in differing reactions and utilization of feedback. In group members will feel more inclined to utilize feedback due to their higher sense of commitment and loyalty to the group and leader, and vice versa for the leader receiving feedback from in group members. Out group members will be less likely to utilize feedback and may even become more hostile towards the leader after receiving negative feedback, and vice versa for the

leader receiving feedback from an out group member. A leader should strive to maintain healthy and developing relations with all of his or her group members so that delivering and receiving feedback becomes a working part of their relationship, thus yielding better results for subsequent performance.

Tips to Providing Good Feedback

Although providing feedback may seem to be a very complex process, it is not necessarily a difficult one. Providing feedback should be a genuine exchange of thoughts and words to help develop another person. Here are some tips to help the leader provide some insightful and proactive feedback to his group members:

- Watch your body language! Smile, be engaged and open in your demeanor.

- Be genuine in your words.

- Watch how they react and allow your group member to ask any questions that they may have.

- Reassure your group member that this is not a personal judgment, and that they should feel that they are in a supportive environment.

- Nip it at the bud! Always provide feedback on the upswing and you should never let anything build up.

Conclusion

This article was meant to introduce the relationship that exists between building leader-membership relations and providing effective feedback for group members. By exploring some of the key findings in the field of feedback and LMX theory, we were able to see how a dynamic of multiple variables come into play when feedback is provided and subsequent performance is analyzed. Understanding that a complex relationship exists between external variables (such as task difficulty) and internal variables (such as personality characteristics) there is still much needed research in this field to truly understand all the factors that come into play when assessing the impact of feedback. Within a group, weak relationships with a leader can cause that individual to be much more indifferent and less likely to utilize any feedback provided. This is the case even if the leader incorporates all the essential components of good feedback and delivers them in such a positive manner. On the flip side, a leader who has an "in group" relationship with an individual can expect the individual to be much more responsive and utilize the feedback provided in an appropriate manner. The goal of this article is to persuade the reader to use the LMX theory framework to strive to build a unique and meaningful relationships with all the members of his or her group. By doing so, this will help facilitate the inevitable and necessary process of delivering and receiving feedback to and from their group members and will enhance organizational success.

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Ballroom Dancing: In Step with the LMX Theory

Tracey Samuel '14

Does the popularity of shows like Dancing with the Stars provide introspection into society's subconscious preference towards traditional gender roles? It is a fact that Americans are not only watching this retro-traditional display of gender roles on television; but they are also going out and taking ballroom dancing lessons, myself included. Therefore, I began to wonder what ballroom dancing teaches us about leadership today. In ballroom dancing, the man keeps in constant lead to produce an image of dominant and sometimes aggressive behavior. Meanwhile, the female partner is sexualized and made to be the male's object in need of guidance. In ballroom dancing, the woman is dependent on the man. Or so I thought at first. However, ballroom dancing teaches both men and women how to be better leaders. Ballroom dancing is all about processing leader-follower feedback in order to take the next step. A successful leader of an organization processes inputs from his or her followers the same way a dancer might. Juxtaposing women in ballroom dancing to women in an organizational setting by applying the leader-member theory will help to expose gender dynamics in the workplace. The LMX theory of leadership focuses on a two-way relationship between supervisors and subordinates. The quality of the exchange between the leader-member relationships affects the success of the organization's goals.

All too often followers are thought of as passive. It is important to realize the power of the follower. Sharon C. Hoffman is a Ph.D. candidate in educational leadership at the University of Nebraska-Lincoln. In her article "Invite Followers to the Balcony: Developing Strategic Capacity in Organizations" Hoffman cites leadership theorist Ronald Heifetz who presumes organizational relationships to be similar to that of dance partners. He utilizes dance as a metaphor for organizational activity, "He states leadership is expected to be in the middle of the dance floor with all the activity swirling about in order to keep the organizational beat going. At first glance, it seems likely that followers want their leaders among them to encourage new steps or to listen to their personal rhythms. However, sometimes leaders are carried away by the dance itself. They lose perspective of the larger patterns of the dance floor, who is dancing with whom, and who is sitting out which dances. Heifetz suggests leaders "stop moving and get to the balcony" (1994, 253). Leaders need to go to the balcony once in a while to watch the dance in order to gain insight into the larger organizational picture (Hoffman 2-3).

This analogy recognizes that many leaders are too focused on leading the organization that their leadership style becomes self-centered and follower's inputs are not considered. In both ballroom dancing and organizational leadership, success is dependent on total teamwork, partnership, and harmony between leader-follower. In order to account for follower input Heifetz suggests in chapter nine of Adaptive Leadership that leaders need to 'get on the balcony' of the situation. This means that leaders should step away from a situation in order to gain a new perspective on how to go about it most effectively. Hoffman extends Heifetz's claim as she suggests that the 'balcony' should not be viewed from just the leader's

Abstract

The LMX theory of leadership focuses on a two-way relationship between supervisors and subordinates. The quality of the exchange between the leader and member affects the success of the organization's goals. As part of the LMX theory, both leaders and followers must know how they are communicating to each other including non-verbal communication. There are many correlations between ballroom dancing and the LMX theory of Leadership. Ballroom dancing required success processing leader-follower feedback in order to take the next step in a manner that draws a clear analogy to the LMX theory. In both ballroom dancing and the LMX theory of leadership, success is dependent on total teamwork, partnership, and harmony between leader and follower. In this article suggest that principles of effective organizational leadership can be reinforce by a critical analysis of ballroom dancing.

perspective. Rather, the follower's perspective should be viewed as just as powerful and influential in the organizational dance.

In both a ballroom and an organization there must be a clear understanding of the steps by all members. Randi Barenholtz author of the article "The Corporate Dance: From Waltz to Tango to Achieve Women's Equality at Work" explains how women's roles in the workplace have changed from less minor roles to positions of authority equal to that of their male counterparts. She claims "the corporate dance is donning a new dimension. Once viewed as a relatively sedate waltz-like affair, it is taking a new turn. Intimately intertwined with our emotions and lifestyles, response to international competition, and personal-professional challenges, the corporate dance has assumed the tempo of a tango, where both partners must actively and vigorously respond to every change at work" (Barenholtz 133). This statement gives its readers a sense that women's progress in the organizational setting is no longer viewed as stagnant or slow moving. Rather, women are on a faster track towards opportunities of success in the organization. Barenholtz makes the comparison of women's progress to steps of the tango. It is important to think about the necessary steps one needs to make in order to be successful at work. However, I do not agree on the fastness of which Barenholtz asserts that women have accrued power in the workplace. It seems women have always had to work twice as hard to earn a subordinate position to a male figure. Doris Young provides a counter perspective; she holds the position of nurse practitioner and serves as her own boss. Doris Young in her article "What I Learned about Nursing from Ballroom Dancing" writes about the steps it takes for a woman to succeed in her field. She states, "Although it may not be evident to the casual observer, nursing is a lot like ballroom dancing. To achieve success in either role, you must first learn the steps. As with dancing, you'll never be a good nurse if you don't keep at it, don't learn to control your attitude and aren't willing to overcome lots of obstacles" (Young 1). She goes on to claim that both men and women must establish their frame within their organizations, "establishing a frame helps dancers be firmly centered, preventing them from being knocked over and providing flexibility to move in any direction. To maintain balance and flexibility, nurses also need to establish a frame of reference. We must

know who we are and which of three selves we are portraying: our masked self, our negative self or our higher self" (Young 1). Any member in an organization whether leader or follower must know what they bring to the organization and how they are going to present themselves to their partners. As part of the LMX theory, both leaders and followers must be aware how they are communicating with each other.

Both organizational leadership and dance require excellent non-verbal communication skills. Susan Freeman author of the article "The Inside Job of Leadership: Lessons from the Ballroom Dance Floor" writes about the non-verbal communication needed in successful work relationships. Freeman claims "being an effective leader is a lot like leading a dance partner in five essential ways: inner structure, connection, intuition, intention and endurance. Moreover, the essential skill we have often mentioned is the 93% of leadership influence that comes from the body, moods and emotions, rather than the words we speak" (Freeman 1). The inner structure Freeman speaks about is in reference to the frame discussed earlier. Dancers and business persons must have a good frame and a strong core. A person's frame as established previously is made up of that persons many concepts of the self, their core values play a key role in their mental and physical reactions. Secondly, Freeman argues that connection lends an important part in non-verbal communication, "Leaders in business also must connect non-verbally if they are to be effective. Those who are aware of their moods and emotions and how they carry and employ them to motivate others, make the most effective influencers. The effective leader allows time and space for others to express their cares and concerns, and understands that…"the right conversation in the wrong mood is the wrong conversation." (Freeman 2). Understanding follower's moods and feeding off their body language proves to be an important leadership skill. In her article Freeman makes assertions about the importance of recognizing intention. "In dance there is a point before the couple moves in which the man signals with his upper body with a very slight movement of chest expansion and breath that he is ready to move. It comes before any movement. It prepares for what is to come so both people are starting from the same place. In leadership, having clear intention is fundamental for getting effective results. If the leader lacks clear intention (or the ability to communicate it), the results will be sporadic at best" (Freeman 2). It is clear that in order to be effective at both ballroom and leadership communication is a vital tool between leader-member exchanges.

Women in leadership are often categorized as relationship oriented and emotionally connected. Women are widely perceived as being great at sensing non-verbal cues. Understanding women as the more emotionally heightened of the two sexes places women in certain roles within organizations; too often in positions of followership. Allison Leib and Robert Bullman look at the correlation between the popularity of shows like Dancing with the Stars and societies narrowed perspective on gender roles. In the article "The Choreography of Gender Masculinity, Femininity, and the Complex Dance of Identity in the Ballroom" Leib and Bullman argue that, "that the

attitude Americans have toward ballroom dance reflects society's acceptance and rejection of different expressions of femininity and masculinity. Although ballroom dance is predicated on rigid gender roles, its popularity has increased in the United States over the past few years" (Leib 1). Ultimately, they find that although ballroom can be perceived as counter-productive in enforcing women's empowerment, today men and women are constructing complex gender identities that are both traditional and progressive both in ballroom and in the organizational setting. "On any given day at a ballroom dance studio we observed assertive and confident business women passively following a domineering male lead; tattooed adolescent females demurely curtseying to their gay male leads, and lesbians sporting shaved heads and flowing skirts, alternating between leading and following with dizzying accuracy and precision. With such a diverse atmosphere, we discovered that the social world of ballroom dance provides a fertile environment to observe the complex expressions of masculinity and femininity by men and women today" (Leib 5). In brief, both Leib and Bullman argue that in spite of suggestions of conformity to traditional femininity, many female ballroom dancers today incorporate feminine and masculine characteristics into their daily gender identities. Ballroom dancers today are applying the leadership skill of androgyny within their communication styles both on and off the dance floor. Barenholtz joins this conversation of women adapting to change as he argues, "women who have made it up into the lofty ranks at the top have not waited for the culture to change. They have figured out how to adapt to the culture and, once there change it from within… they will encounter difficult times clearing ground that future women may possibly take for granted, but nobody said the tango was an easy dance. And above all it takes two" (Barenholtz 7). In conclusion, there are many correlations between ballroom dancing and organizational leadership. The key to success in both fields is a strong line of both verbal and non-verbal communication between the leader-member. It is also important to note that there is a place for women in leadership, and this is something that leadership theory needs to account for in today's leadership literature.

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