3. What is the title of the article by Bartol and Butterfield?

**Sex effects in evaluating leaders**

4. What journal has this come from? **Journal of Applied Psychology**

5. In what year did Avolio, Bass and Jung write their work “Re-examining the components of transformational leadership using the multifactor leadership questionnaire”? **1999**

6. Look at the introduction. Find the reference to Bass. Write the full bibliographical reference for this.


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### JOURNAL ARTICLE 1: GENDER DIFFERENCES IN LEADERSHIP STYLES AND MANAGEMENT SKILLS

**Exercise 1: Pre-reading**

When you **Survey** the text it may be a good idea to do so with your essay question in mind. This text has been compiled from a longer journal article, but in order to think about what may be useful you could look at headings. For example, this text has four sections, but there are many more from the original that are probably not going to help you write your essay.

1. There are a number of headings from the original text. Choose four that you think may be of most use to your essay.

   - Transformational leadership
   - Research questions
   - Gender and leadership style
   - Gender differences in leadership styles

   **Now answer the following Question about the text**

2. What is the source of this text?

   a. textbook
   b. magazine
   c. **Journal**
   d. lecture
   e. newspaper

**Exercise 2: Skimming for main ideas**

Skim the text **(Read)** and match the headings to their sections. Choose from the headings above and write them at the beginning of each section of the text.
GENDER DIFFERENCES IN LEADERSHIP STYLES AND MANAGEMENT SKILLS

Burke, S & Collins, KM 2001

(1) Transformational leadership

Transformational leaders develop positive relationships with subordinates in order to strengthen employee and organisational performance. Managers who display transformational leadership encourage employees to look beyond their own needs and focus instead on the interests of the group overall. According to Jones (2006) transformational leaders achieve these results in one or more of the following ways (each representing one of the four interrelated components of transformational leadership):

1) They may be charismatic to their followers and serve as role models (attributed charisma).
2) They may intellectually stimulate employees (intellectual stimulation).
3) They may persuade employees to believe in the mission and its attainability (inspirational motivation); and/or
4) They may meet the emotional needs of their employees (individualised consideration).

(2) Gender and leadership style

As women have become a more prominent presence as managers and executives in organisations, more attention has been devoted to the possible differences between the leadership styles of women and men. Intuitive reasoning suggests that early socialisation patterns develop different qualities in women and men that would likely result in variations in leadership style (Powell, 1993). However, early research that explored gender disparities found a lack of support for the notion that women utilise different leadership styles than do men (Bartol & Butterfield, 1976; Bartol, 1978; Bass, 1981). More recent investigations, however, suggest that there are differences in leadership styles employed by males and females (Loden, 1985; Helgesen, 1990; Rosener, 1990; Rosener et al.). These recent studies have generally concentrated on leadership models that contrast transformational leadership style with the contingent reward and management-by-exception style.

(3) Management skills

To be effective as a leader, a manager must be adept at a number of skills. For example, to be successful a manager should be able to develop and coach subordinates, communicate clearly, resolve conflicts, analyse problems, and make sound decisions. A manager must also be able to respond to work challenges in a positive way, use time efficiently, and delegate work (Davis et al., 1996). Given the belief that transformational leadership is the most effective leadership style, it would be of interest to assess whether management skills generally associated with success are more highly correlated with transformational leadership than with other leadership styles.
Gender differences in leadership styles

The findings suggest that the management styles emphasised by female accountants differ somewhat from the management style emphasised by male accountants. Small, but significant, gender differences were found in the self-ratings of management styles. Female managers are more likely than male managers to report practicing transformational behaviour, the most effective leadership style. This finding is consistent with three studies reported in a paper by Bass et al. (1996) in which female managers were more likely to be rated by their followers as transformational than were their male counterparts. The tendency of females to emphasise the highly effective transformational leadership style more than their male colleagues applied to all four of the transformational leadership style subcomponents.

Exercise 3: Reading and mind-mapping

Read the text carefully but quickly. Before you start reading, note the time. Note the time when you have finished reading. Then, complete the mind map on the next page without referring back to the text (Recall).

Now, Review your mind map by referring back to the original text. Make any changes as necessary.
Calculating your reading speed

Now, calculate your reading speed. Divide the number of words (531) by the time it took you to read the text. Record this in the chart on p. and compare this with some of your earlier results.

\[
\frac{531}{\text{_________}} \text{ (minutes it took me to read text)} = \text{_______} \text{ (My reading speed)}
\]

Exercise 4: Vocabulary

Find words or phrases from the text with the same or similar meaning to definitions in the table.

<table>
<thead>
<tr>
<th>Definition</th>
<th>Line</th>
<th>Synonym in text</th>
<th>Word class</th>
</tr>
</thead>
<tbody>
<tr>
<td>people below you</td>
<td>1</td>
<td>subordinates</td>
<td>noun</td>
</tr>
<tr>
<td>concentrate on</td>
<td>4</td>
<td>focus</td>
<td>verb</td>
</tr>
<tr>
<td>parts</td>
<td>6</td>
<td>components</td>
<td>noun</td>
</tr>
<tr>
<td>charming</td>
<td>7</td>
<td>charismatic</td>
<td>adjective</td>
</tr>
<tr>
<td>natural feeling</td>
<td>15</td>
<td>intuitive</td>
<td>adjective</td>
</tr>
<tr>
<td>differences</td>
<td>17</td>
<td>disparities</td>
<td>noun</td>
</tr>
<tr>
<td>able to do something</td>
<td>27</td>
<td>adept</td>
<td>adjective</td>
</tr>
<tr>
<td>related to</td>
<td>33</td>
<td>correlated</td>
<td>verb</td>
</tr>
</tbody>
</table>

Exercise 5: Synthesis

Now, compare this text with article seven ‘Transformational leadership’ by Bartol et al. and see what Jones (2006) said about the components of transformational leadership. Complete the table below regarding the four parts of transformational leadership. Burke and Collins have attributed charisma, intellectual stimulation, inspirational motivation, and individualised consideration, Jones has influencing, inspiring, engaging and challenging. Look at the examples of each component. If they are similar, put a tick in the Jones column and write the name of the component. If they are different, put a cross in the Jones column.

<table>
<thead>
<tr>
<th>Component of transformational leadership</th>
<th>Burke &amp; Collins</th>
<th>Jones</th>
<th>Component of transformational leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>attributed charisma</td>
<td>✓</td>
<td>✓</td>
<td>engaging</td>
</tr>
<tr>
<td>intellectual stimulation</td>
<td>✓</td>
<td>✓</td>
<td>influencing</td>
</tr>
<tr>
<td>inspirational motivation</td>
<td>✓</td>
<td>✓</td>
<td>inspiring</td>
</tr>
<tr>
<td>individualised consideration</td>
<td>✓</td>
<td>X</td>
<td>challenging</td>
</tr>
</tbody>
</table>

How would you reference Jones in-text?

Exercise 1: Pre-reading
As part of your pre-reading routine (Survey), you should automatically look at the title and headings of the text. By now, you should realise that the texts are all related to your essay and that questions related to the Survey part of the text are very similar. However, take note of the source of the two journal texts.

1. What do you notice about the authors?

__________________________________________________________________________________________

2. What could this suggest about the content of the two articles?

__________________________________________________________________________________________
__________________________________________________________________________________________

For the Question part of SQ3R, write three questions you could ask about the texts.

I. _______________________________________________________________________________________
   _______________________________________________________________________________________

II. _______________________________________________________________________________________
   _______________________________________________________________________________________

III. _______________________________________________________________________________________
    _______________________________________________________________________________________

Exercise 2: Speed reading
Study the questions for two minutes. After that, Read Journal article 2 as fast as you can. Time yourself to see how long it takes. Then, answer the questions (Recall) without looking at the text.

1. What can influence managers’ behaviour and how they are rated by workers?
   a. expectations and stereotyping
   b. sex, gender and personality
   c. leadership theories

2. Which of these behaviours are associated with women?
   a. nurturing and considerate
   b. assertive, rational and independent
   c. considerate and independent
3. According to the text, which of these gender/leadership associations are correct?
   a. male – transactional, female – autocratic
   b. male – transformational, female – transactional
   c. male – transactional, female – transformational

4. According to the text, who makes better transformational leaders?
   a. men
   b. **women**
   c. neither men nor women

5. Who did **not** think female leaders were more transformational than males?
   a. Subordinates
   b. Themselves
   c. women leaders’ superiors

6. When female bosses were rated by their subordinates, which of these were **not** traits associated with women?
   a. challenging
   b. enabling
   c. rewarding

7. Who thought the association between personality and behaviour was the greatest?
   a. Subordinates
   b. **Leaders**
   c. men
   d. women

**Review** your answers with another student. You should find you remember more when you discuss your answers.

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**Calculating your reading speed**

Now, calculate your reading speed. Divide the number of words (398) by the time it took you to read the text. Record this in the chart on p. and compare this with some of your earlier efforts.

\[
398/\text{_______ (minutes it took me to read text)} = \text{_______ (My reading speed)}
\]
Leadership theories are often presented as being either gender- or sex-neutral (Fletcher, 2004), but sex, gender and personality have been noted to influence leaders' behaviour and how subordinates evaluate leaders (Brandt & Laiho, 2013). Expectations and stereotyping may give rise to varying evaluation results for both men and women. Women are often expected to be nurturing and considerate, while men are assumed to be assertive, rational and independent (Hoyt et al., 2009). Male leaders applying autocratic leadership styles are not evaluated as harshly as females (Eagly et al., 1995), and some claim that both women and men are most effective in leadership roles that are congruent with their genders (Eagly et al., 1995; Northouse, 2007).

Today, when flat, team-based organisations are often cited as the ideal, female leaders might have a better chance of being appointed to leading positions. Transformational, participative and people-oriented leadership have all been connected to feminine characteristics, whereas masculine characteristics are more fitting to transactional, autocratic and business-oriented leadership (Appelbaum et al., 2003). Women have been found to practise transformational leadership more than men (Bass, 1999), but because that kind of behaviour is expected of females, male subordinates and colleagues may undervalue their transformational leadership styles (Northouse, 2007). Wolfram and Mohr (2010) found that male leaders in female-dominated industries benefit from transformational behaviour, whereas females in male-dominated sectors do not. Additionally, male peers have a tendency to view female leaders differently (Lyons and McArthur, 2007).

Sex, gender and leadership

Several studies indicate that women make better transformational leaders than men (Bass et al., 1996; Doherty, 1997; Eagly et al., 2003; Turner et al., 2004). In general, Eagly et al.'s meta-analysis revealed that, compared to male leaders, female leaders are more transformational and more at ease with contingent rewards (which is one component of transformational leadership). Another recent study (Wolfram and Mohr, 2010) found that the frequency of transformational behaviour is not dependent on sex. Female leaders were evaluated as more transformational than males by their superiors and according to their own self-ratings, although subordinates evaluated them equally (Carless, 1998). According to Brandt and Laiho's (2013) study, female leaders were rated by their subordinates as being more enabling and rewarding than their male counterparts, and males were rated as being more challenging than females. Subordinates reported that their leaders’ personality determined the leaders’ behaviour, but less than the leaders themselves thought.
Exercise 4: Vocabulary
Remember words that go together are called collocations. What collocations can you find in this text?

<table>
<thead>
<tr>
<th>Word</th>
<th>Collocation</th>
<th>Line</th>
<th>Other examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>often</td>
<td>often presented</td>
<td>1</td>
<td>often occur</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>often result in</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>quite often</td>
</tr>
<tr>
<td>results</td>
<td>evaluation results</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>effective</td>
<td>most effective</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>benefit</td>
<td>benefit from</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>several</td>
<td>several studies</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>recent</td>
<td>recent study</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>counterparts</td>
<td>male counterparts</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>personality</td>
<td>leaders' personality</td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 5: Summary
Fill in the gaps with words from the box below to complete the summary of the text. There are more words than you need.

Transformational leadership is directed at **people**. The traits of transformational leaders have been linked to feminine traits and women are more transformational in their leadership. It has also been shown women are better than men when it comes to transformational leadership. They appear to be more comfortable with this type of leadership than men, who are more likely to be transactional or autocratic leaders.

<table>
<thead>
<tr>
<th>transactional persons</th>
<th>worse</th>
<th>comfortable people</th>
<th>better</th>
<th>transformational</th>
</tr>
</thead>
<tbody>
<tr>
<td>link</td>
<td></td>
<td>comforting</td>
<td></td>
<td>linked</td>
</tr>
</tbody>
</table>
The gender-centred perspective proposes that women develop a feminine style of leadership and men adopt a masculine style of leadership (Eagly et al., 1992). According to social role theory individuals behave in accordance with societal expectations of the gender role (Eagly, 1987). The structural perspective emphasises an organisation’s expectations, and proposes that people behave according to these expectations and gender has no effect (Eagly et al., 1992; Kanter, 1977). Lastly, the fit between leadership position and gender has been suggested to have an impact. For example, military leadership positions are defined in more masculine terms than feminine (Eagly et al., 1995).

Effective leadership has been perceived to require traits stereotyped as masculine (Powell and Butterfield, 1989), but recent leadership literature has stressed more feminine behaviour. Masculine traits are typically employed in the initiation of structure, whereas feminine traits are employed in demonstrating consideration (Spence and Helmreich, 1978; Williams and Best, 1982). Initiation of structure consists of the behaviour of setting and defining goals, structuring and defining work behaviour and maintaining a strong task orientation. Consideration includes showing concern for subordinates’ feelings, participation, satisfaction and friendship. Men have been found to be somewhat more self-assertive, aggressive and coarse in their manner and language than women. Women, in contrast, have been found to be more expressive of emotion and compassion (Chesler, 2001; Simmons, 2002). It has been found that feminine leadership qualities are more highly valued by subordinates, while masculine qualities are more valued by managers (Cann and Siegfried, 1987).

Transformational leadership consists of both feminine and masculine qualities, the feminine consist of behaviour connected with encouraging, rewarding and enabling others, and the more masculine are connected with visioning and challenging.
Topic: Gender & Leadership

Leadership Style

Based on 2 factors
- social role theory: people behave according to what society expects from that sex
- structural perspective: people behave according to what job expects

Effective Leadership

- Previously thought to need masculine traits
- Now feminine behaviour stressed. Masculine traits structural e.g. setting, explaining goals, keeping on task
- Feminine traits show consideration e.g. concern for feelings, happiness, friendship

Male behaviour
- self-assertive, aggressive

Female behaviour
- emotional, compassionate

Feminine qualities
- valued more by subordinates

Masculine qualities
- valued more by managers
- Transformational leadership has both masculine & feminine qualities
- feminine: encouraging, rewarding, enabling
- masculine: visioning, challenging
Exercise 2: Vocabulary

Read the text. Find words or phrases in the text that are similar or mean the same as those in the table.

<table>
<thead>
<tr>
<th>Word definition</th>
<th>Line</th>
<th>Synonym in text (word or phrase)</th>
<th>Word class</th>
</tr>
</thead>
<tbody>
<tr>
<td>viewpoint, position</td>
<td>1</td>
<td>perspective</td>
<td>noun</td>
</tr>
<tr>
<td>take up, follow</td>
<td>2</td>
<td>adopt</td>
<td>verb</td>
</tr>
<tr>
<td>highlights, stresses</td>
<td>4</td>
<td>emphasises</td>
<td>verb</td>
</tr>
<tr>
<td>relationship</td>
<td>6</td>
<td>fit</td>
<td>noun</td>
</tr>
<tr>
<td>understood, thought</td>
<td>9</td>
<td>perceived</td>
<td>verb</td>
</tr>
<tr>
<td>labelled, categorised</td>
<td>9</td>
<td>stereotyped</td>
<td>verb</td>
</tr>
<tr>
<td>making something happen</td>
<td>12</td>
<td>initiation</td>
<td>noun</td>
</tr>
<tr>
<td>focus</td>
<td>15</td>
<td>orientation</td>
<td>noun</td>
</tr>
<tr>
<td>rude</td>
<td>17</td>
<td>coarse</td>
<td>adjective</td>
</tr>
<tr>
<td>looking toward the future</td>
<td>24</td>
<td>visioning</td>
<td>noun</td>
</tr>
</tbody>
</table>

Now, choose one of the words above to complete these sentences. You may need to change the form (class) of the word.

1. There is a good fit between the students in class 5B.
2. The students in 5B have a solid work orientation.
3. The behaviour of politicians can sometimes be somewhat coarse.
4. One culture can sometimes choose to adopt aspects of another culture.
5. Unemployed people are often stereotyped as being lazy.
6. When giving a talk, it is important to emphasise your main ideas.
7. A person’s perception is sometimes different to the truth.

Exercise 3: Reading for a purpose

Identify three parts of the text you think might be useful in answering your essay question. Write them below. Compare them with a partner.