

Event Leadership

Theory and methods for event management and tourism

Instructor's Manual

3: Leader / follower perspectives

This is the instructor's manual produced to accompany the book *Event Leadership – theory and practice for event management and tourism*, by Emma Abson (with contributions by Miriam Firth and Jane Tattersall), 2021, published by Goodfellow Publishers Ltd.

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How to use the book for teaching & learning

The content of the book can easily be adapted to facilitate learning from the content. Instructors using the book will have access to the following:

- ◆ *Learning objectives* - each of these suggests one or more study or discussion questions, as the reader should be able to demonstrate the applicable knowledge drawn from the chapter.
- ◆ *Short explanations of leadership theory* – these can be used to stimulate discussions or debates, as the basis of case study evaluations or to ask students to reflect on their own experiences of leadership.
- ◆ *Scenarios* – these can be used to prompt conversations, for analysis and for problem solving.
- ◆ *Further questions* that could be integrated into study are at the end of each chapter.
- ◆ *Further reading suggestions* are typically 3-5 additional texts which the authors believe will help to develop understanding of key topics further.
- ◆ *'Voice from the event industry'* – these industry insights enable the reader to gain useful insights into how leadership works in the event industry.

It is recommended that instructors use a blend of class discussions, debates, case study evaluation, real life scenario setting and student-led presentations in order to fully utilise the content of the book.

How to introduce the subject of event leadership to your students

A lack of research into human resource development, managerial skillsets and leadership practices of event managers has meant that there is very little understanding of the contribution that leadership makes to the management of experiences. The purpose of this book is to shine a light on leadership theory and explore how it relates to the unique context of planned events and event tourism.

An understanding of leadership is essential for the development of successful event managers and for the delivery of successful event experiences - whilst some sectors of the leisure industry are run by large corporations, with well-established leadership structures in place, the event industry tends to be more transient, and often has temporary management structures which exist only for the duration of the event. In addition, the difference in leadership required for a small-scale local community event and that of a large-scale international event such as Glastonbury Festival is vast. This then is the tension at the heart of leadership within events – event projects are intangible and temporary in nature and they provide only one opportunity to get it right. However, in order to be successful leaders, they also need to work in teams, motivating, empowering and developing team members. This then is the challenge in planned events and makes them a unique context within which to study leadership.

This book explores the key questions of how those who work in events resolve the tension between the intangibility of event experiences, the planned nature of the events, and how event managers become successful leaders and lead successful event experiences. The purpose of this book is therefore to provide a concise introduction to leadership theory and methods for use in event management and event tourism.

Lecture 3

Chapter aims

- Explore and discuss the foundations of charismatic, transformational & transactional leadership
- Explore similarities and differences in the concepts of charismatic and transformational leadership
- Understand the key components of Leader-Member Exchange theory
- Consider the role of followership in leadership from a critical perspective
- Focus on leadership in action: transformational leadership in a DMO, by Scott Taylor

3.1: Introducing followers to the leadership equation

Use the following extract to introduce the next shift in leadership studies – from just looking at what the leaders do, to thinking about where their followers fit in.

As we saw in the previous lecture, classic approaches to understanding leadership all shared the view that leadership is a specialised role – they focused on the individual and, whilst some of these theories looked at what other influences there may be (i.e. the situational context), they did so through the lens of the primary leader, carrying out leadership functions.

This then can be seen as their one key limitation – they are leader-centric and don't tend to recognise followers characteristics or initiatives. This focus on the 'heroic leader' has, over the last 50 years, become increasingly criticised, as researchers began to look at leadership behaviours from a influence perspective, considering the dynamics of the leader-follower behaviours and leadership styles that might influence or change the behaviours of their followers or work subordinates. As Burns (1978) suggested, at this point, we knew a lot about leaders, whilst knowing very little about leadership. The body of work that grew out of such observations was largely concerned with what became known as charismatic and transactional / transformational leadership. Here scholars had started to focus on leadership styles – what is it that leaders do that makes them effective – and on the impact the leader has on their followers.

In their review of the past 25 years of leadership research, Dinh et al. (2014) note that significant research is now occurring at the dyadic level. The dyadic level means the interaction between two things, so in the case of leadership we mean the interaction between the leader and the follower. This body of work predominantly emerges through studies that focus on charismatic, transformational leadership or the leader-member exchange theories. So, with the ongoing criticisms of the heroic leader theories, scholars moved into what is often known as the 'post-heroic' phase. It was Bass's (1985, 1995) work in particular, that started a paradigm shift from viewing leadership as something someone is, or the things someone does, or the knowledge and skills someone has, towards the notion that leadership is an influential, dyadic process.

Since the 1980s then, the focus of leadership research has shifted towards the relational aspects of leadership, as scholars consider how interpersonal relationships inform leadership practice. This represents a significant shift from the pure entity approaches to leadership studies, as described in Chapter 2 (i.e. those studies that focus on leadership as something someone special 'does') and those that look at the individual's interpersonal

relationships, as described in this chapter (i.e. those studies that look at how leadership exists within relationships between two people – the leader, and the follower).

The overriding purpose of this lecture is to articulate the background to the current arguments existing in the literature, which suggest that leadership is too often reduced to a dyadic, influential, one-way (top-down) relationship and to highlight how these entity-relational perspectives are still predominant in event studies.

3.2: Introducing some of the key theories

Charismatic leadership

From theories such as the trait or Great Man theory described in chapter 2, the notion that charisma is an essential element of leadership emerged. Weber (1947) is widely credited with suggesting that charisma is a special kind of leadership trait, which helped to see people through times of crisis. Charismatic leaders, Weber suggested, emerged during periods of crisis with radical views that attracted followers. Whilst Weber is often credited as being the founder of charismatic leadership, it wasn't until the mid-1970's that it was developed in an organisational context. Key writers here include Bryman (1992), Conger (1989) and Conger and Kanungo (1987, 1998).

Charismatic leadership is the idea that people follow leaders because of their personality, their attractiveness or because of the vision they are providing. In order for the leader to be successful, they must transform the followers' values and beliefs. There is some confusion between the terms used here – lots of textbooks suggest that charismatic and transformational leadership are the same thing. However, when one looks closely, you can see that transformational leadership tends to be defined with a larger scope than charismatic leadership. For example, Bass (1985) took the early theories of charismatic leadership, and advanced it – his work found that charisma was one component of a larger concept of leadership, called transformational leadership. We'll explore that next.

Transactional and transformational leadership

In early research by Burns (1978), leadership was defined as inducing followers to pursue common, or at least joint, purposes. These purposes represented the values and motivations of both the leader, and the follower. Burns distinguished between two types of leadership – transactional leadership and transforming leadership (later changed to transformational leadership). It is generally agreed that there are five dimensions of transformational leadership and three dimensions of transactional leadership. These are sometimes known as the four I's and can be described as distinct behaviours. These have been widely summarised in literature, and I do so again here, using Judge & Piccolo (2004) as my main guide:

Transactional leadership dimensions

Contingent reward

The leader obtains agreements from the follower on what needs to be done, and offers bonuses or recognition if they meet these goals. The reward is contingent on the follower meeting the goals set by the leader

Management-by-exception - active

The leader only intervenes and starts to manage when the followers do not meet the set goals, or performance targets. In the active management-by-exception, the leader is actively evaluating performance of followers and watch carefully for mistakes, taking corrective action when necessary.

Management-by-exception – passive

As in active action, the leader only intervenes when the followers do not meet set goals. But passive leaders will wait for mistakes to occur – passively assessing the work after it has finished and only then taking corrective action.

Transformational leadership dimensions

Idealised influence (charisma)

The leader is a strong role model and leads by example. They recognise followers needs, and prioritise them.

Inspirational motivation

The leader inspires their followers to achieve, through shared visions and goals for their organisation. They inspire commitment.

Intellectual stimulation

The leader encourages the follower to think for themselves. They create learning opportunities for their followers.

Individualised consideration

The leader establishes strong relationships with their followers. They behave in caring and supportive ways.

Table 3.1: Transactional and transformational leadership dimensions

The chapter contains a long description of transactional / transformational leadership, which might be useful to draw on here – make the point that this is one of the most common forms of leadership, and is widely accepted in scholarly research and in industry. The extract below will help:

Transformational leadership theories are still one of the most popular today – numerous studies are published every year, and whilst much of the event research has yet to focus on leadership, there are one or two that focus on event tourism. For example, in research by Schofield et al. (2018), transformational leadership was found to play a key part in Glasgow City Marketing Bureau’s management strategies. In particular, they noted that long-term, extensive, collaborative stakeholder engagement enacted through transformational leadership was one of the critical success factors for the Destination Marketing Organisation (DMO).

There is significant, empirically proven, evidence to support the use of transformational theories. Studies have found significant relationships between transformational leadership and the amount of effort followers are willing to exert, the satisfaction with

the leader and with the perceived effectiveness of the transformational leadership. Events students wishing to further their understanding of transformational leadership would do well to start their research in the related fields of tourism and hospitality, where the topic has received a fair amount of scholarly attention. In addition, the theory has gained popularity in practice too – there are a number of training courses within the event industry that use the theory to train new event managers.

Wrap up this part of the lecture with a discussion on transformational / transactional leadership. Can your students tell the difference? Do they have examples from their own work experience that they can share with the class?

3.3: Follower perspectives

Use the following to introduce this section of your lecture

However, as interesting and useful as transformational leadership has been shown to be, it still does not paint the full picture of leadership that is needed these days. And that is simply because the basic unit of analysis – the focus for nearly all of these studies – is on what the leader does, and how the leader's interactions impact on the follower. It therefore neglects both the situation in which leadership takes place, and relegates the followers to the position of passive reception of leadership. But surely those that follow have some influence too?

Why use the term followers, rather than subordinate or employee? The answer is that, in leadership theory, followers or followship is used as a term that implies a willingness to accept direction and guidance from leaders. The term recognises that for organisations to be effective, they need both those that lead, and those that follow. It therefore recognises that the leader and the follower both have important roles to play in the process of leadership. In events, and other service industries, being an effective follower is seen as an important element for achieving service-orientated goals, as teams of employees work to plan and deliver events in a timely and satisfactory manner. In planned events, followers often have to work independently of the formal leader, and carry out important tasks – and they do so in an active, participatory role, in which the follower willingly takes on responsibility for delivering the events successfully. Service industries such as ours are highly reliant on staff who need to be trained and knowledgeable about brands, about the events and about how to meet and exceed guest expectations in a consistent manner.

Chaleff (1995,2008) identified five qualities for followship

- ◆ The courage to assume responsibility
- ◆ The courage to serve
- ◆ The courage to challenge
- ◆ The courage to participate in personal and organisational transformation
- ◆ The courage to take moral action.

When we consider the management and delivery of planned events and event tourism, we can see that each of these qualities is important for an event manager.

Have a discussion here about this statement.

If you have time, you could also briefly discuss LMX.

Unlike transformational leadership, LMX theory suggests that leaders do not treat all subordinates the same – instead, they develop an exchange with their direct reports, and it is the quality of that exchange that influences performance and effectiveness. This body of work therefore shifts the focus from specific leadership styles towards the view that leadership is an influence process, in which relationships matter. It doesn't, however, stray far from the dominant discourse in leadership studies because the focus is still on what the leader does and how the leader treats those following them.

In LMX, the domains of leadership therefore consist of leader, follower and relationship and leadership is viewed '...as a process whereby an individual influences a group of individuals to achieve a common goal'). The central proposition in LMX then is that leaders differentiate the way they treat their followers through the formation of different types of work-related exchanges. Leaders may not treat all members of the team the same, and it is the quality of this differentiation, which is known as the LMX differentiation that matters to LMX.

Higher quality, or strong, LMX relationships refer to social exchanges that go beyond the requirements of the formal employment contracts – followers who benefit from these high-quality exchanges are sometimes referred to as the 'in group'. In these high quality exchange relationships, leaders and followers show levels of mutual loyalty, respect, trust, affection and obligation. They may also offer mentoring and empowerment in exchange for increased commitment to completing non-contracted tasks and better quality task performance from their subordinates. Research has demonstrated that when there is a high quality LMX between leader and follower, a number of valuable outcomes occur, including improved job performance, satisfaction, commitment, role clarity and decreased turnover intentions.

3.4: Summary

Use the following to summarise the key points made in this lecture

This lecture has sought to establish that research has, for the most part, taken an entity approach to leadership, with leadership viewed solely through the lens of the primary leader or, more recently, through the perspective of the relationships the leader has with subordinates, and with a focus on leadership styles. This is problematic because when leadership is viewed only through the lens of what one formal leader does, it neglects both the context of leadership processes and the abilities of others within teams, organisations and networks to take leadership roles. Leadership is rarely the preserve of just a single individual, but rather tends to be undertaken by multiple individuals in a team, and responsibilities tend to lie with those individuals whose expertise most closely matches the needs of the task.

Further activities for seminars / independent learning and / or assignments

Discussion prompts

- ◆ Use the table to ask students to reflect on their experience on transformational / transactional leadership. Have they worked with managers / leaders who fit into any of the categories described here?
- ◆ Where would they think they fitted within the table?
- ◆ Do you think the followers really matter in leadership? If so, how and why and if not, why not?
- ◆ Describe and debate LMX

Chapter study questions

Each of the learning objectives suggests one or more study or discussion questions, as the reader should be able to demonstrate the applicable knowledge drawn from this and subsequent chapters. Further questions that could be integrated into study might be:

1. What is the key difference between entity perspectives of leadership presented in Chapter 2 and the dyadic perspectives discussed here?
2. Do you think that relationships matter in leadership? If not, why not? And if so, why?
3. Have you experienced charismatic or transformational leadership in the workplace? If so, describe the strengths and weaknesses from your perspective
4. Why would transformational leadership be particularly useful in an events setting?
5. Can you think of situations during the event planning and event delivery process in which transactional leadership might be a useful tool for an event manager to use?
6. This chapter has been quite critical of LMX theories of leadership. What do you think? Can you see it being useful in your future career?
7. After reading the Leadership in Action section, how would you describe Scott's leadership style?

Assignment suggestions

In addition to the study questions listed above, instructors could use the questions listed as essay questions, or as presentation assignments.

- ◆ Provide students with a case study and ask them to analyse it from a follower perspective. What would it be like to work in that situation? How would they develop / be held back?
- ◆ Presentation on the difference between transformational and transactional leadership
- ◆ Debate on whether followers matter in leadership

Further reading

Use the following texts as guidance for further, independent, study.

Bass, B. M. (1995). Theory of transformational leadership redux. *Leadership Quarterly*, 6, 463-478.

Bryman, A. (1992) *Charisma and Leadership in Organisations*. London, Sage

Parry, K. And Kempser, S. (2014) Love and leadership: constructing follower narrative identities of charismatic leadership. *Management Learning*, 45 21-38

Conger, J.A. (2011) Charismatic leadership. In Bryman, A., Collinson, D., Grint, K., Jackson, B. & Uhl-Bien, M. (eds) *The SAGE Handbook of Leadership*. London, Sage, pp. 86-102

Megheirkouni, M. (2017b). Revisiting leader-member exchange theory: insights into stadia management. *International Journal of Event and Festival Management*, 8(3), 244-260.

Tourish, D. (2013) *The Dark Side of Transformational Leadership: A critical perspective*. Hove, UK: Routledge