

PART ONE—Leadership Variables

Major Purpose of Part One

Part One focuses on three important subjects -- leadership qualities, characteristics of followers, and situational factors.

Part One Objectives

After completing Part One, your students should be able to better understand:

- Trait and behavior theories of leadership;
- Distinguishing qualities of leaders;
- Characteristics of followers relevant to leadership;
- Situational influences on the leadership process; and
- Styles of leadership and styles of following.

NOTES AND ANECDOTES

Traits and Human Nature

In 1968 historians Will and Ariel Durant published a definitive and widely acclaimed ten-volume survey of history, *The Story of Civilization*. With the completion of this work, they looked back and asked what history had to say about the nature, conduct, and prospects of man. In *The Lessons of History*, Chapter V "Character and History," they describe human nature based on a "Table of Character Elements" or traits.

See Table 1.1.

In this analysis, human beings are equipped with six positive and six negative instincts whose function it is to preserve the individual, the family, the group, and the species. Each instinct generates habits and is accompanied by feelings. Their totality is the nature of man. In positive personalities, positive tendencies predominate. It can be argued that the leadership personality is characterized by an abundance of positive elements or traits. Think of a leader you admire and the *habits* and *feelings* that describe him or her using Table 1.1.

TABLE 1.1: TABLE OF CHARACTER ELEMENTS

INSTINCTS		HABITS		FEELINGS	
<u>Positive</u>	<u>Negative</u>	<u>Positive</u>	<u>Negative</u>	<u>Positive</u>	<u>Negative</u>
Action	Dormancy	Play	Lethargy	Buoyancy	Fatigue
		Work	Sloth	Energy	Inertia
		Curiosity	Indifference	Eagerness	Boredom
		Manipulation	Hesitation	Wonder	Doubt
		Thought	Dreaming	Absorption	Vacuity
		Innovation	Imitation	Creativity	Acceptance
		Art	Disorder	Enjoyment	Confusion
Fight	Flight	Advancement	Retreat	Courage	Anxiety
		Competition	Timidity	Rivalry	Fear
		Mastery	Submission	Pride	Defeat
Acquisition	Avoidance	Eating	Rejection	Satisfaction	Hunger
		Saving	Wasting	Conservancy	Prodigality
		Property	Poverty	Security	Insecurity
Association	Withdrawal	Communi-	Isolation	Sociability	Secretive-

Part One: Leadership Variables

		cation Cooperation Generosity	Contention Selfishness	Friendliness Kindliness	ness Animosity Hostility
INSTINCTS		HABITS		FEELINGS	
<u>Positive</u>	<u>Negative</u>	<u>Positive</u>	<u>Negative</u>	<u>Positive</u>	<u>Negative</u>
Mating	Refusal	Sexual activity Marriage	Sexual perversion Celibacy	Sexual imagination Love	Sexual neurosis Loneliness
Parental care	Filial dependence	Homemaking	Filial rebellion	Parental love	Filial resentment

NOTES AND ANECDOTES

Actions of Leaders

Closely related to qualities of leadership are the actions of effective leaders. James Kouzes and Barry Posner, authors of *The Leadership Challenge*, studied 500 cases of managers and concluded that effective leaders rely on five principle actions.

- **Leaders challenge the process**—they question current conditions and customs and encourage those with new and different ideas on products, policies, and procedures. They search for opportunities; they experiment and take risks. They are not afraid to deviate from the mean.
- **Leaders inspire a shared vision**—they are enthusiastic, and their enthusiasm ignites the energy of others to create a positive and future-focused vision of what could and should be done. They enlist, envision, and execute. They put dreams into action.
- **Leaders enable others to act**—they are coaches and coordinators who facilitate work versus perform tasks. Their focus is strategic and relational. They delegate effectively, foster collaboration, and help others to make contributions. They lift people up and liberate them.

Part One: Leadership Variables

- Leaders **model** the way—they show others how to behave, especially pertaining to core values, norms of behavior, and relations with others (customers, co-workers, etc.) They set the standard, following the motto, "The life you lead is the legacy you leave." They lead by example.
- Leaders **encourage the heart**—they openly and often celebrate accomplishments. This shows people that they are honored and that their efforts are appreciated. They recognize individual and group contributions and show that they care.

These five actions can be used to select and develop both new and experienced leaders in all fields of work. Strengths can be capitalized upon and low points addressed to achieve maximum leadership effectiveness.

NOTES AND ANECDOTES

Important factors of the leader include:

- *Personal preference:* Some leaders prefer the formal structure of the directive style; others enjoy the give-and-take of the participative style; others prefer individualism and free-rein leadership.
- *Versatility:* Some leaders have little trouble shifting styles to meet the needs of different subordinates and the demands of different situations; others are less flexible.
- *Assessment of employee competence:* If a decision is important and the leader has little confidence in the judgment of employees, the leader is more likely to be directive.

Important factors of followers include:

- *Need for structure:* Some employees prefer clear guidelines and step-by-step procedures; others enjoy discussion and consensus problem-solving; others want free-rein leadership with few rules to follow.
- *Knowledge, maturity, and interest:* Usually, the higher the knowledge, maturity, and interest level of the employee, the more appropriate free-rein is as a style of leading.
- *Leadership expectations:* Some employees want the leader to make decisions and supervise closely; others respond best to team effort and participative management; others need a high degree of personal freedom.

Important factors of the situation include:

- *Nature of the work:* Precision work, such as performing an operation, may require directive leadership; creative work, such as developing a new product, may need free-rein leadership.
- *Emergencies and upper management directives:* Generally, the greater the urgency, the more appropriate is leader-centered as opposed to employee-centered decision-making. Leader-follower behavior may be influenced by dictates and actions of higher level leaders.
- *Culture of the workplace:* Different industries, companies and times have influence on the nature of business culture and the focus of effective leadership.

In general, people resist leaders who rely on manipulation and control. They prefer leaders who are inspiring and empowering. The following vignette from Richard Kerr of United Technologies challenges leaders to move from the first orientation to the second:

People don't want to be managed; they want to be led. Whoever heard of a **world manager**? World leader, yes. Educational leaders. Political leader. Religious leaders. Scout leaders. Community leaders. Labor leaders. Business leader. They lead. They don't manage. The carrot always wins over the stick. Ask your horse. You can lead him to water, but you can't manage him to drink. If you want to manage somebody, manage yourself. Do that well, and you will be ready to stop managing and start leading.

NOTES AND ANECDOTES

The following management principles are taught by the U. S. Marine Corps.

1. **Aim for the 70-percent solution.** It's better to decide quickly on an imperfect plan than to roll out a perfect plan when it's too late.
2. **Find the essence.** When it comes time to act, even the most complex situations and missions must be perceived in simple terms.
3. **Build a capacity-based organizational mission.** Focusing on developing organizational talents creates opportunities; focusing on particular products and services invites obsolescence.
4. **Orient to speed and complexity.** The ability to act quickly and effectively in chaotic environments usually trumps other competencies.
5. **Organize according to the rule of three.** In times of stress, most people can efficiently handle exactly three key responsibilities.
6. **Build authority-on-demand into the hierarchy.** Retain a strong management pyramid, but encourage people even at the lowest levels to make whatever decisions are necessary to accomplish the mission when management guidance isn't at hand.

7. **Focus on the small team.** Most of the organization's critical tasks are accomplished by the lowest-level managers and their subordinates, so anything done to make them more effective will have a large payoff.
8. **Task-organize.** The size and make-up of groups within the organization should be changed according to the needs of each specific mission.
9. **Hire via trial by fire.** Challenging a prospective employee makes it easier to determine the fit and initiates a bond between the hiree and the organization.
10. **Employ extreme training.** Situations faced on the job shouldn't seem more daunting than those faced in training.
11. **Breed decision by analogy.** Managers can't be briefed on every possible situation, but they can be trained to recognize similarities between novel and familiar situations.
12. **Cross-train.** Running through difficult jobs creates versatile managers who understand all aspects of the organization, even if at a cost in efficiency.
13. **Manage by end state and intent.** Tell people what needs to be accomplished and why, and leave the details to them.
14. **Distribute competence.** Obsessively and ceaselessly train people at all levels of the organization.
15. **Reward failure.** Someone who never fails probably isn't pushing the envelope.
16. **Make personnel functions steppingstones for stars.** The development of the most promising managers should include taking responsibility for hiring, training, promoting, and transferring people.
17. **Glorify the lower levels of the organization.** The higher the manager, the harder he or she should work at making it clear that the rank and file are the heroes.
18. **Demand to be questioned.** Subordinates should feel free to openly disagree with their managers, up until it comes time to carry out a final and legitimate decision.
19. **Instill values that support the mission.** The ability to get the job done can be a function of shared character.
20. **Cultivate opposing traits.** Success often requires combining seemingly contradictory approaches.
21. **Establish a core identity.** Everyone in the organization should feel they're performing an aspect of the same job.
22. **Match strength to weakness.** Find ways to tilt the playing field to the competition's advantage.
23. **Surprise and disorient the opposition.** A confused and off-balance competitor can be routed with fewer resources.
24. **Make tempo a weapon.** Controlling the pace of competition can exhaust and demoralize the competition.
25. **Keep plans simple and flexible.** It's better to have a few options that can be easily adapted to changing situations than to try to make specific plans for every contingency.
26. **Make organizational doctrine a living thing.** It's good to standardize practices, as long as one of them is to continually refine and occasionally change the practices.
27. **Experiment obsessively.** Even the most successful organization will eventually stop winning if it doesn't explore radically new approaches.
28. **Build new tactics around new technology.** Fully leveraging technology requires new styles of competing.
29. **Don't depend on technology.** Train to be effective regardless of which technologies are available.
30. **Get an outside perspective.** Insights into organizational improvement can often come from people in seemingly unrelated fields.

Φ APPLICATION
Leader-Follower Relations

Effective leaders generate hope and conviction in followers. They are people others perceive as being able to make things better. At the emotional level, leaders generate:

- Confidence in people who are frightened
- Certainty in people who are vacillating
- Action where there is hesitation
- Strength where there is weakness
- Expertise where there is floundering
- Courage where there is cowardice
- Optimism where there is cynicism
- Conviction that the future will be better

Describe and discuss a leader you know who fits this description.

Φ APPLICATION

Leadership Poker - Attitude Clarification Exercise (ACE)

Leadership poker is an *attitude clarification exercise* used to explore the subject of leadership in the workplace.

Learning Objectives:

- Clarify personal opinions and beliefs regarding leadership in the workplace.
- Stimulate ideas and discussion about leadership philosophy and norms of behavior.
- Develop consensus on core principles and practices.

Part One: Leadership Variables

Directions:

- (1) Make 172 cards using the statements shown in Table 1.2. Use one statement for each card.
- (2) Shuffle and deal all of the cards in the leadership poker deck—an equal number for each participant.
- (3) Each participant ranks his or her cards from most to least desirable as an ideal belief, attitude, philosophy, or practice regarding leadership in the workplace (time—5 minutes).
- (4) Form participant pairs based on diversity—age, gender, race, and other social differences. Members of each pair compare cards and create a most preferred leadership hand (time—5 minutes).
- (5) Form multiple participant pairs—2 or more. Groups discuss and create the ideal hand that depicts the most preferred beliefs, attitudes, philosophy, and practices regarding leadership in the workplace.
- (6) Large group report and open discussion follows—discuss the questions found at the end of this exercise.

Note that the product of the *Leadership Poker* exercise is an agreed upon leadership philosophy and norms of behavior that can be used to select future leaders, train current leaders, and hold all leaders to high standards of performance.

The *Leadership Poker* exercise can be used as a pre-test and post-test to evaluate change in philosophy and values. The deck of cards can be made using a computer. Insert a table and make three columns and three rows with about 14 spaces in each row. Then in each of the boxes insert one of the statements from Table 1.2, and number each one consecutively. Using standard paper or colored construction paper, print the sheets with the cards. If desired, make another set of boxes and print Leadership Poker and/or a graphic on the reverse side of the sheet as shown below. Laminate the sheets and cut into individual playing cards that can be used repeatedly. See the following example.

Part One: Leadership Variables

SAMPLE A successful leader is a good listener. 1	SAMPLE The effective leader has a clear set of goals. 2	SAMPLE Leaders must have integrity—to do the right things for the right reasons. 3
LEADERSHIP POKER SAMPLE	LEADERSHIP POKER SAMPLE	LEADERSHIP POKER SAMPLE

TABLE 1.2: STATEMENTS FOR LEADERSHIP POKER

The best characteristic of a leader is that of having a vision for progressive ideas. But he/she must be able to communicate effectively those ideas.	The single most important facet of effective leadership is vision.
Through establishing a position and staying the course, leadership establishes trust.	The secret of effective leadership is to learn how to control people.
Individuals must be responsible for themselves and should not look to leaders for help.	Effective leaders manipulate others to believe their vision without the appearance of manipulation.
Leadership equals competent charisma.	An effective leader keeps job knowledge current.
To leaders, there is a solution to every problem.	Persistence is the basic trait of an effective leader.
Persons who take a generalist view make better leaders than specialists.	Effective leaders often develop their vision of the future from the past.
Effective leaders need a certain distance between themselves and their followers in order to create an air of mystery.	Effective leaders do not shun conflict.
A major activity of leaders is to raise followers up to the level of leaders.	An effective leader has a clear set of goals.
Effective leaders do not seek help outside the work group.	An effective leader has to be a dreamer.
The effective leader is one who is willing to give unselfishly of his/her time and abilities for others.	The effective leader is a giver rather than a taker.
The effective leader must personify the vision she/he is attempting to communicate.	The effective leader should be a definer of values.
The effective leader's most important task is satisfying the needs of the group.	The effective leader must learn to manage herself/himself before she/he can lead others.

TABLE 1.2: STATEMENTS FOR LEADERSHIP POKER (continued)

An effective leader surrounds herself/himself with advisors who are more intelligent than she/he.	The effective leader pays attention to detail.
Effective leaders align the reward system to support the objectives of the group.	The leader must be in love with his/her vision.
Leaders are askers, they seek advice.	If a leader becomes too much of a buddy with her/his followers, she/he ceases to be an effective leader.
A leader can successfully promote an idea only if the followers feel an ownership of that idea.	A leader may sometimes be a great person, but not a good person.
A leader is a person who achieves a high level of self-respect, yet always remains sympathetic to the needs of the people around him/her.	A leader must have an abundance of goodness to be effective.
Leaders are born and not created.	Leadership is primarily inspirational.
A leader should be able to build "bonfires" under apathetic people.	Leaders must set a good example for their followers.
Leaders must be able to stir things up and encourage healthy conflict.	Leaders make the right decisions and carry those decisions through with a vision.
The best leaders have integrity—they are honest in their dealings with people.	A good leader is committed, a planner, a goal-setter, and carries through with plans.
A successful leader converts followers into leaders.	A great leader has personal humility plus fierce resolve.
A good leader has vision that he can communicate to others.	Leadership is inseparable from followers' needs and goals.
Leadership requires balance of life and skills.	Leadership requires more than a vision; it requires action to make that vision attainable.
Leadership is best understood as a relationship with those being led, not as a characteristic of an individual.	Leadership is taking a vision and giving it direction and drive.

TABLE 1.2: STATEMENTS FOR LEADERSHIP POKER (continued)

Leadership consists primarily of being innovative.	Leadership is important at all levels of responsibility—from the boardroom to the shop floor.
Good leadership and good management are essentially the same.	Leadership is primarily a matter of being manipulative.
Leadership requires the mobilization of followers.	Leadership is lighting the path and burning the heels to make a difference.
The primary concern of leaders should be the acquisition of power.	The primary responsibility of the leader is to determine what is the ideal, and then work toward achieving the possible.
The primary role of the leader is to make conscious what lies unconscious among the followers.	The primary focus of organizational development should be economic development.
The primary concern of the leader should be to mobilize those people in the organization who are without power.	Organizations should strive to be self-sufficient and use outside resources sparingly.
Leadership development is primarily the responsibility of professionals.	Effective leaders must often act independently of the majority wishes.
Organizational change tends to introduce more troubles than it solves.	Good leaders are more likely to borrow and adapt than they are to invent.
Organizational development should enhance the power of the front-line people.	Leadership development is first and foremost an "education-for-action" process.
The effective leader is a teacher and developer of people.	Actual leadership development does not involve the concerns and issues of common people. It focuses primarily on the issues and concerns of the leaders.

TABLE 1.2: STATEMENTS FOR LEADERSHIP POKER (continued)

Meaningful change is not possible without conflict.	A good organization must continually recruit and train leaders.
Leaders are often tripped-up by their own egos.	Leadership requires a belief in oneself and contagious enthusiasm.
The effective organization should be led by a relatively small group of deeply committed leaders.	Effective leadership is imperative for organizational success.
Leadership is more art than science.	If everybody is satisfied, nothing changes.
An essential characteristic of an effective leader is to be a good listener.	Prepackaged programs for leadership development are less likely to succeed than individually tailored programs.
Leaders must have integrity— to do the right things for the right reasons.	The secret to effective leadership is not to control people, but to empower them.
The effective leader is one who can meet goals and objectives by influencing the behavior of others.	If people are aware of problems, they will be willing to work for their solution.
Leaders must be able to resolve conflict.	The success of a leader can best be measured by the extent of change produced as a result of his or her actions.
Self-interest is often a powerful motivator to cause people to be attracted to group activities including leadership.	All people, even leaders, usually act in their own best self-interest.
The effective leader must consider carefully the worst possible alternatives as well as the best.	Leadership requires commitment to a task and concern for people.
A successful leader is a good listener.	A leader must have empathy or understanding of those he/she leads.
People should have the right to participate in decisions that affect their well-being.	Most people will never become involved in leadership development.

TABLE 1.2: STATEMENTS FOR LEADERSHIP POKER (continued)

The primary responsibility of leaders is to help people help themselves.	Leaders must have goals and visions and be able to relate and communicate these goals and visions.
Leadership requires trust between the leader and the follower.	A leader understands that it's not necessarily the direction that counts, but sticking reasonably to the direction you choose.
Effective leaders decentralize decision-making to the front-line employee.	The effective leader keeps the group informed of the action plan.
A leader tries to allow the group enough time for meaningful communication.	An effective leader values diversity.
A good leader avoids the temptation to protect members of the group from themselves.	A great leader focuses on possibilities rather than problems, and seeks to guide rather than to control.
Leadership involves making decisions and expecting followers to comply without question.	Good leaders show confidence and trust in others.
Supportive leadership shows a great deal of interest and confidence in members.	Enlightened leadership delegates power to the logical focus of interest and concern for a problem.
Good leaders ask for ideas and try to use others' suggestions.	A great leader views human resources as the organization's greatest asset.
Great leaders treat every individual with understanding, dignity, warmth, and support.	Great leaders tap the constructive power of groups through visioning and team building.
Great leaders set high performance goals at every level of the organization.	Supportive leadership involves broad member participation and involvement in decision-making activities.
Effective leaders understand that people need contact and support.	Trust is the highest form of human motivation.
The key to effective leadership is delegation.	Effective leaders conduct regular communication sessions about goals, working conditions, and work-related issues.

TABLE 1.2: STATEMENTS FOR LEADERSHIP POKER (continued)

The good leader helps members take ownership of an idea and perform at their very best.	Good leadership recognizes individual differences and provides a variety of learning experiences.
Great leaders recognize talented people as the key to success in successful organizations.	Introducing dramatic change is the only way to alter attitudes.
A good leader begins with an end in mind.	An effective leader shares power and information, solicits input, and rewards people.
Good leadership provides opportunities for growth.	Good leadership delegates responsibility to those who have the ability to do the work.
A good leader clearly communicates expectations, asks questions to increase understanding, and shows respect through listening.	In an open community, social differences do not divide people; instead, diversity is welcome.
A good leader develops communication across cultures and language differences.	Leadership without purpose is immoral in nature.
A good leader provides ongoing feedback with sensitivity to individual differences.	A good leader encourages decision making by consensus rather than by formal voting.
A successful organization agrees on core values and norms of behavior that determine the rightness and wrongness of conduct.	Productive organizational development focuses attention and effort on the mission.
The atmosphere of a good organization is warm and supportive. Creativity is encouraged, and success is expected.	Great leaders have the ability to accept people as they are, not as they would like them to be.
A great leader has the capacity to approach relationships and problems in terms of the present rather than the past.	Great leaders have the ability to treat those who are close to them with the same courteous attention that they extend to strangers and casual acquaintances.
Great leaders have the ability to trust others, even if the risk seems great.	A good leader is decisive.
A wise leader does not place undue emphasis on being a "good guy."	The word "failure" is not in the vocabulary of good leaders.

Part One: Leadership Variables

The accumulation of trust is a measure of the legitimacy of leadership.	Trust is the emotional glue that binds followers and leaders together.
A leader must have courage of conviction.	The ability to predict outcomes with a high probability of success generates and maintains trust.
The leader's vision must be clear, attractive, and attainable.	An effective leader makes her/his position clear.
Great leaders have the ability to translate intention into reality and maintain it.	The way to tell an effective leader is not by what happens when he/she is there, but by what happens when he/she is not.
The best way to develop responsibility in people is to give them responsibility.	Leading by force is often more effective than leading by example.
A good leader knows that reasonable failure should never be received with anger.	A good leader is a facilitator, teambuilder, and champion of his/her group.
A good leader has the ability to do without constant approval and recognition from others.	Leadership consists primarily of a set of traits that clearly make a leader.
The best leaders are both idea-generators and problem solvers.	The best leaders are standard setters and uncompromising in holding performance to requirements.

Φ APPLICATION
Food for Thought

Take your pick:

It is time to elect a world leader, and your vote counts. Here is the information on the three leading candidates:

Candidate A:

Associates with ward heelers and consults with astrologists. He has had two mistresses, chain-smokes, and drinks 8 to 10 martinis a day.

Candidate B:

Was kicked out of office twice.
Sleeps until noon.
Used opium in college.
Drinks a quart of brandy every evening.

Candidate C:

Is a decorated war hero.
Is a vegetarian.
Doesn't smoke.
Drinks an occasional beer.
Hasn't had any illicit affairs.

Which of these candidates is your choice?

Answers: A: Franklin D. Roosevelt B: Winston Churchill C: Adolf Hitler

EXERCISE 1.1: WHAT TYPE OF FOLLOWER ARE YOU?

Directions: Answer the following questions, keeping in mind what you have done, or think you would do, in the situations described.

	Yes	No
1. When assigned a task, do you like to have the details spelled out thoroughly?	___	___
2. Do you think that most supervisors are bossier than they need to be?	___	___
3. Would you say that personal initiative is one of your stronger points?	___	___
4. Do you feel that a supervisor should avoid getting personally involved with subordinates?	___	___

Part One: Leadership Variables

	Yes	No
5. In general, would you prefer working with others, as opposed to working alone?	___	___
6. Do you tend to prefer the pleasures of solitude (reading, writing, thinking) more than the pleasures of being with others (parties, get-togethers, etc.)?	___	___
7. Do you tend to be loyal toward those who supervise you?	___	___
8. Do you often lend a helping hand to others in your work group?	___	___
9. When you work on a project, do you prefer using your own ideas, as opposed to your supervisor's ideas to solve problems?	___	___
10. Would you prefer a supervisor who is knowledgeable over one who comes to you to solve problems?	___	___
11. Do you feel it is appropriate for a supervisor to be friendlier with some employees than with others?	___	___
12. Would you prefer assuming full responsibility for the outcome of your work, rather than sharing the responsibility with others?	___	___
13. Do you think that having men and women in the same work group creates more problems than having all men or all women?	___	___
14. Do you think a supervisor should discuss new procedures with employees before implementing them?	___	___
15. Do you insist upon doing what you, yourself, feel is right or important?	___	___
16. Would you agree that a supervisor who could not keep your loyalty should not be supervisor?	___	___
17. Would you be upset with a supervisor who fails to have regular staff meetings?	___	___
18. Do rules and prescribed guidelines inhibit your creativity?	___	___

SCORING

On the scoring matrix below, place a check mark (✓) next to each question you answered Yes. Add up the checks for each column and put the totals in the appropriate spaces.

Scoring Matrix

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

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17. _____

18. _____

Directive Total _____ Participative Total _____ Free-rein Total _____

Source: Naomi Miller, Northern Kentucky University, 1981; based on Auren Uris, "Techniques of Leading—Techniques of Following," in Techniques of Leadership (New York: McGraw-Hill, Inc., 1953), 49-52, 78-89. Reprinted with permission.

EXERCISE 1.2: Using your Glossary

Glossary: alphabetical list of terms or phrases to assist you in better understanding material found in *The Art of Leadership* brief definition and/or description related to the study of leadership words, terms, phrases, concepts, or principles and their context usage in the text.

Authors' Suggestion: We encourage our students to:

- 1) read each glossary definition to familiarize themselves with the leadership terms as used in the text. This brief assignment will assist you when you encounter new leadership terms, and heighten your awareness of the definitions so you can refer to them when reading the chapters;
- 2) scan the Table of Contents of the book;
- 3) scan the Index section;
- 4) quickly scan each page in the Introduction and the Nine Parts; and
- 5) read the Preface of the book.

We recommend you do items 1-5 before commencing your reading of the assigned chapters since this Exercise will give you a more global approach to using the text by enhancing your knowledge of the book's scope.

Leadership Readings

Introduction and Part 1:

What Leaders Really Do, by John Kotter, Harvard Business Review, December 2001

The Manager's Job: Folklore and fact, by Henry Mintzberg, Harvard Business Review, July/August 1975

Why Should Anyone Be Led by You? by Robert Coffee and Gareth Jones, Harvard Business Review, September/October 2000

Could Your Personality Derail Your Career, by Tomas Chamorro-Prezumic, Harvard Business Review, October 2017

Managers Can Drive Their Subordinates Mad, by Manfred F. R. Kets de Vries, Harvard Business Review, July/August 1979

Managing Your Boss, by John Gabarro and John Kotter, Harvard Business Review, January 2005

The Fertile Tension between Discipline and Impulse, by Daniel Coleman, Psychology Today, 1976

A.G. Lafley, "What Only The CEO Can Do," *Harvard Business Review* (May 2009): 54-62.

Jim Collins, "Level 5 Leadership," *Harvard Business Review* 79, no. 1 (January 2001):12-13.

Hedley Donovan, "Managing Your Intellectuals," *Fortune* 120, No.10 (October 23, 1989): 177-179.

Ronald Heifetz and Donald L. Laurie, "The Work of Leadership," *Harvard Business Review* (January-February 1997).

George E. Manners, Jr. and Thomas W. Zimmerer, "Following the Leader: How to Link Management Style to Subordinate Personalities, *Management Review* (October 1982).

Eberhard Faber, "What Happened When I Gave Up The Good Life and Became President," *Fortune* 84, No.6 (December 1971): 122-124.

DISCUSSION QUESTIONS AND ACTIVITIES

To personalize the subject of *leadership variables*, ask your students to consider questions such as these:

1. What are the qualities that make a good leader?
2. Name a leader from your experience who made you feel more powerful and raised your capabilities.

What enabled him or her to accomplish this?

3. What type of intelligence do you possess? Have you provided leadership in this special area?
4. Discuss the benefits and drawbacks of the directive, participative, and free-rein styles of leadership.
5. Discuss how your style of leadership would be the same or different from your manager's style.
6. What are the variables that determine leadership effectiveness?
7. Do you possess the ten qualities that distinguish a leader?

Part One: Leadership Variables

8. How susceptible are you to leadership influence?