Leadership Development v1 1st edition Robinson Solutions Manual

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Chapter 1
Beginning the Journey

Chapter Overview

This chapter introduces the leadership journey starting with how leaders have evolved. It gives an overview of the skills needed to move into a leadership role. Early research into leadership is discussed so students recognize that leaders have been studied for many years. We don't have to start from scratch.

The discussion of the connective leadership model provides the foundation for the course. Each of the nine styles is covered in its own chapter, so only an overview is needed here. I have found it helpful to have students take the Achieving Styles Inventory housed at the Connective Leadership Institute prior to discussing the Model. Just be aware that there is a fee involved. The details of this option are given under additional resources.

The last section provides an ethical framework for analyzing situations based on the leader, followers, and context. Ethics is revisited throughout the book. I try to emphasize throughout the course that leaders should be flexible with their style depending on the circumstances. The chapter also addresses some leadership myths that students may have heard.

Chapter Outline

The opening scenario addresses whether students see themselves as leaders. It presents the example of informal leadership along with serving as a role model for younger family members.

Pause and Reflect

- In the scenario above, would you consider yourself a leader? Why or why not?

  Answer: While student answers will vary, this is intended to have students think broadly about their leadership roles. The chapter's opening case considers the role of an older family member, and through the part time job, while not holding an official title, this person serves as a leader as others seek their advice.
- In your personal life, do you consider yourself a leader? Why or why not?

  Answer: Again, student answers will vary. By exploring their current experiences both at school, home and at work, students can begin to see how within their lives, they may act at times as leaders.

1.1 Leadership Dynamics

Learning Objectives

1. Define leadership.

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2. Discuss the three eras in the evolution of leadership.
3. Describe the three skills used to climb the ladder of leadership.
4. Explain the differences between a leader and a manager.

Section Outline

- This section takes a broad view of leadership which allows students to see themselves as leaders. This could include experience in sports, clubs, or role models for younger family members.
- The evolution of leadership should help students recognize how leadership characteristics have changed over time along with who we picture as leaders.
- The ladder of leadership is included so that students can see a typical view of leadership progression through their career. It also distinguishes the differences between a leader and a manager. Students may relate this to their work experience.

Section Exercises/Discussion Questions

- Video: Difference between a Manager and a Leader—Simon Sinek (https://www.youtube.com/watch?v=kc8ghJ90jHs)
  1. Have you been led or managed by someone who did not demonstrate strong leadership? How could their leadership have been more effective?

     I have found that most students have someone that comes to mind that was not an effective leader. These vary from coaches who scream at players to supervisors that play favorites. The ways those could be more effective rests in what makes them poor leaders in the first place. I usually tell the students that you often learn more from poor leaders than from good leaders, as you learn what *not* to do. You may end up having to cut this discussion short as students have many examples.

  2. Have you ever worked with or taken a class from someone who was a good leader? What made that experience enjoyable, comfortable, and productive?

     Students often have examples here as well. These leaders tend to be understanding, communicate clearly, and are seen as ethical and fair.

  3. How can we adopt a more positive mindset in our own leadership roles?

     These answers tie back to the responses above. I also want students to recognize that self-awareness and humility are some keys to becoming a good leader.

Additional Exercises/Discussion Questions

- There are short video clips that may help to illustrate the three eras of leadership from early man to the cold war, to current day. YouTube can be a good source for these. Students can compare the characteristics of successful leaders in each era.

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Key Takeaways

- Leadership can be defined as behaviors that help inspire people toward a collective vision.
- The Physical Era leaders fought to overcome the hardship of physical boundaries and to protect their clan.
- During the Geopolitical Era, leaders formed political alliances, competed at all echelons, and the rule was absolute.
- The Connective Era teems with incongruity and discord created by the tension between interdependence and diversity requiring leaders to possess wide-ranging skills.
- The ladder to leadership requires three types of work skills: technical, human, and conceptual.
- While you can be both a good manager and a good leader, the roles differ somewhat.
- Managers have a narrower focus concerned with troubleshooting, guiding, and relying on their power as the boss to get workers to conform to company standards.
- Leaders, on the other hand, tend to focus on a vision for the future. These leaders do not necessarily hold an official title, nevertheless, others tend to follow them. Leaders seek to push boundaries and create change.

1.2 Early Research into Leadership

Learning Objectives

1. Describe the great man theory of leadership.
2. Explain Blake and Mouton's managerial grid.
3. Discuss path–goal theory.

Section Outline

- This section begins with the great man theory which postulates that leaders are born and not made. Moreover, the use of the term "man" was indicative of a time when women were not considered to be leaders. The early research looking for genetic leadership factors was unsuccessful.
- Another look at early research began in the 1960s. Blake and Mouton examined leaders by looking at their concern for people and production. They identified five management styles which are **impoverished**, **country club**, **authority/compliance**, **middle-of-the-road**, and **team**. Later research added paternalistic and **opportunistic** styles.
- Students can take the self-assessment to see where they rate on the grid.
- The path–goal theory suggests that leaders vary their style depending on followers and situation. This is still considered true today. The four styles identified included **directive**, **supportive**, **participative**, and **achievement-oriented**.
- Students seem to think participative is the best so stress that it depends on the other factors . . . there is no one best style.

Section Exercises/Discussion Questions

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- Self-Assessment: Managerial Grid (https://www.actamanagement.be/en/management-test)
  - Students can discuss whether they think their results are accurate to how they see themselves. A larger discussion can include other leaders that either they know personally or famous leaders and where they believe these people would fall on this scale.

Additional Exercises/Discussion Questions

- As an in-class discussion, have students come up with scenarios in which the different styles discussed in the chapter may be a good match for a leader.

Key Takeaways

- The great man theory proposed that great leaders were born rather than made. It attempted to identify inborn traits that successful leaders possessed.
- Blake and Mouton's managerial grid is based on two dimensions: concern for people and concern for production. From this, five management styles were identified: the impoverished style, country club style, authority/compliance style, middle-of-the-road style, and team management style.
- The path–goal theory of leadership suggests that a leader should adjust their approach depending on the followers and situation.
- The path–goal theory identifies four leadership styles: directive, supportive, participative, and achievement-oriented.

Key Terms and Definitions

- **achievement-oriented style:** A good choice when a team responds well to incentives, recognition, and status. As the leader, motivating the team with challenging work will get results.
- **authority/compliance style:** Low concern for people but high on production.
- **country club style:** High concern for people but low on production.
- **directive style:** Works best with less experienced teams that have clear objectives. The leader is hands-on in setting the goals and timelines, and in coaching the team members.
- **impoverished style:** Little concern for either people or production.
- **middle-of-the-road style:** Moderate concern for both people and production.
- **opportunistic management:** Adopts the style that best benefits them even if it requires manipulating or taking advantage of others.
- **participative style:** Used when collaboration is most important. The leader takes the role of a facilitator in managing an experienced workforce.
- **paternalistic management:** Jumps back and forth from the country club style to authority/compliance, while always prioritizing their own authority.
- **supportive style:** Most effective with more experienced teams. The leader is less hands-on and focuses on developing relationships with the team members.
- **team management style:** High concern for both people and production.

1.3 Connective Leadership Model

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Learning Objectives

1. Describe the connective leadership model.
2. Explain the three domains within Connective Leadership.
3. Discuss the nine leadership styles that Connective leaders can draw from.

Section Outline

- This section introduces the connective leadership model which serves as the underpinning for the book. It stresses that the leadership behaviors one chooses to engage in depend on the circumstances.
- Within three domains, nine leadership styles are briefly explained but since each style is covered in-depth in its own chapter, only an overview is required at this point.
- If students have taken the Achieving Styles Inventory (ASI) which is listed under additional resources, students can look at their scores to see which styles they are currently comfortable using and which styles they may need to practice.
- Characteristics of Connective Leaders are presented with the focus on crafting a toolbox of nine styles students can choose from depending on their situation.
- An example of Christiana Figueres is given to illustrate a connective leader. Students should look to the examples of her leadership and whether they agree on which style she is using for her goal.

Additional Exercises/Discussion Questions

- Students can further research Christiana Figueres and debate whether she should be considered a Connective leader. Some of her goals are presented in the text along with which style fits that goal. Students may come up with a combination of styles for a goal, as leaders rarely use just one style. Do they agree with the analysis of her styles presented in the text?
- Self-Assessment: Achieving Styles Inventory (ASI): Fees may apply. (https://assess.connectiveleadership.com/instruments/login_inventory_2020.asp)
  - This self-assessment scores students on how frequently they use the nine leadership styles in the connective leadership model in this chapter. Students are interested in learning about themselves, however, there is a fee involved. When I teach my leadership development course, I have the assessment fee covered through a lab fee for the course when students register.
  - It is not necessary to use this, but students seem to enjoy following how they scored for each style as we move through the chapters. Students also receive a results report that further details their scores.
  - Students can discuss how accurately they feel the scores represent them. Students also like to share their highest and lowest scores. For example, student athletes tend to score higher on the competitive style, reflecting their experience in sports.
  - Instructors can also create a graphic representation of the overall class scores. Note there is often a gender difference in the competitive style.

Key Takeaways

- The connective leadership model provides a behavioral guideline of nine leadership styles that leaders can select from, depending on the situation.

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- There are three domains (direct, instrumental, and relational) within connective leadership that focus on (1) mastering your own tasks, (2) maximizing your interactions with others, and (3) contributing to others' tasks.
- Within each of the three leadership domains, there are three behavioral styles from which to choose. In the direct domain, there are the intrinsic, competitive, and power styles. For the instrumental domain, styles include personal, social, and entrusting. And within the relational domain, leadership styles are collaborative, contributory, and vicarious.

1.4 Leadership Ethics & Myths

Learning Objectives

1. Explain the ethical lenses.
2. Describe the four leadership myths discussed.
3. Discuss the factors that should be considered when choosing which leadership behavior may be most effective.

Section Outline

- This section provides an ethical framework for students as they move through the course. It is important to provide this at the start of the course. Throughout the text, ethical considerations are considered within relevant topics.
- Students may discuss which ethical lens is most critical in their view and give an example.
- This section also addresses four leadership myths that seem to be most common.
- Students may be polled to see which leadership myth they believe is most prevalent among their peers.

Pause and Reflect

- What behaviors are you most comfortable using when trying to achieve your goals?

  Answer: Student answers will vary but should tie back to the leadership styles discussed in the chapter.
- Can you remember a specific time when those behaviors either worked well or did not work well in getting what you wanted?

  Answer: While student answers will vary, they are more comfortable sharing when things went well. The examples may be from family, school, work, sports, or their social life. Have students identify their followers and the context to begin practicing by analyzing their circumstances.

Section Exercises/Discussion Questions

- TEDTalk: Dr. Ryan Brown: Lies About Leadership, and Why We Should Unbelieve Them (https://www.youtube.com/watch?v=p65TV4gEC_U)

  This TEDTalk reinforces the leadership myths discussed in the chapter. This can serve as additional support to challenge some of the stereotypes currently surrounding leadership.

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1. What does it mean to be a leader?

   Answer: Leadership is a small part genetic and a larger part experience and development. Leaders may not fit the biases we hold about what it takes to be a leader.

2. Which personality trait is most seen in successful leaders? Are there other traits you feel would be important to lead well?

   Answer: Conscientiousness followed by extroversion in leader emergence. Other traits are humility, asking good questions, leading by example, and following your values. Students may bring up other traits such as charisma, confidence, and compassion.

3. Have you ever known someone in a leadership role who was not very confident in themselves? How effective were they as a leader?

   Answer: Students can give various answers from their own experiences.

Additional Exercises/Discussion Questions

- Podcast: Hidden Brain: Who Do You Want to Be? (https://hiddenbrain.org/podcast/what-do-you-want-to-be/)
  - This podcast is almost an hour long, so it may work better as an outside assignment. I have used this with the questions below as an online discussion board. Student answers will vary depending on their life experiences. The online discussion board allows students to also learn more about their classmates. I require students to answer the questions above and respond to another student's post.
  - This podcast delves into the psychological reasons why at times our lives do not reflect our authentic selves. Students relate to the question of "What do you want to do with your life?" This discusses some ways to think about your life goals. This serves as a good starting point for a leadership development course.

1. What is something that you have committed significant time and energy to in your life?

   Answer: Student answers will vary depending on their interests.

2. Why did that goal resonate with you?

   Answer: Student answers will vary but should tie back to their previous answer .

3. Is there anything you're currently doing or have done that feels/felt more like an obligation rather than a genuine enjoyment? Why do you think you've stuck with it; or why did you choose not to continue with it?

   Answer: Student answers will vary depending on their experiences.

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Key Takeaways

- Leadership decisions should consider six ethical lenses: rights, justice, utilitarian, common good, virtue, and care.
- The four leadership myths include (1) Leaders are born, (2) Only extroverts make good leaders, (3) Leaders need to know everything, and (4) There is one best leadership style.
- Key aspects of leadership include self-awareness, situational factors, influence, followers, and goals.
- Genetics contribute some variability in leadership skills, but not as much as life experiences.
- Both introverts and extroverts can make good leaders.
- Leaders should be open to the feedback, expertise, and suggestions of others.
- When deciding which leadership style to use in each situation, consider the leader's traits and behaviors, the followers' attitudes and behaviors, the situational variables, factors of influence, and desired performance outcomes.

Key Terms and Definitions

- **care ethics lens:** Places value on our relationships with others in society.
- **common good lens:** Suggests that we prioritize the welfare of all humankind.
- **ethics:** Standards and practices about right and wrong concerning how we ought to act.
- **justice lens:** Focuses on fair and equal treatment for all people.
- **rights lens:** Proposes that the best ethical choice protects and respects the rights and dignity of others.
- **utilitarian lens:** Stresses the greatest good for the greatest number of people.
- **virtue lens:** Pushes us to act based on our highest values as a person.

Chapter Summary

Leadership can be thought of as inspiring others towards a collective goal. During the Physical Era of leadership, early men were required to overcome physical boundaries and protect their community. During the Geopolitical Era, alliances were formed and rulers had absolute power. Currently, the Connective Era requires leaders who can recognize the tension between interdependence that pulls us together and diversity that pushes our unique identities.

It is possible to be both a good leader and a good manager, but those roles differ. Managers have a narrow focus, troubleshoot issues, and lead through their position as the boss. Leaders focus on the big picture, create change, and craft a vision for the future. Leaders may or may not hold an official leadership title.

Early research into leadership began with the great man theory, which proposed that leaders were born with traits that predisposed them to be successful leaders. This theory was largely dismissed. Further studies measured leaders on their concern for people and their concern for production. The results produced Blake and Mouton's managerial grid, which identified five management styles: the impoverished style, country club style, authority/compliance style,

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middle-of-the-road style, and team management style. The path–goal theory of leadership was also developed, which proposes that a leader should adjust their approach depending on the followers and situation.

The connective leadership model provides a behavioral framework of nine leadership styles that leaders can select from depending on the situation. There are three domains within this model: Direct, Instrumental, and Relational. Within each of the three leadership domains, there are three behavioral styles. In the Direct domain, there are intrinsic, competitive, and power styles. For the Instrumental domain, styles include personal, social, and entrusting. Within the Relational domain, leadership styles are collaborative, contributory, and vicarious.

Four common leadership myths include (1) leaders are born, (2) only extroverts make good leaders, (3) leaders need to know everything, and (4) there is one best leadership style. Genetics contributes some variability in leadership skills, but not as much as life experiences. Moreover, both introverts and extroverts have been shown to be good leaders. Leaders should not expect to have all the answers but rather be open to others' expertise and suggestions. One style of leadership style will not work well under all circumstances or with all followers. In deciding which leadership behaviors to use, consider the leader's traits and behaviors, followers' attitudes and behaviors, situational variables, influence processes, and performance outcomes.

End-of-Chapter Case Study

Students may work individually or in teams on the case study.

As the first in your family to go to college, you feel an obligation to lead the way for other younger family members. As a result, you study hard for your exams and courses. Your high GPA reflects the extra effort you put forth. Growing up, you gravitated toward leadership roles but tended to be on the quieter side in relating to your peers. Overall, your family is proud and tends to point to you as a good example and role model. You tell the family that you have signed up for a leadership development course. Your younger brother tells you that you don't need the course as you have always been a natural born leader. Other family members agree, feeling that you already know how to lead, so what is there to learn? Your sister points out that you are too quiet and need to just force yourself to be more extroverted like your father. You find yourself a bit frustrated with your family's reaction to your class choice.

1. What can you share with your family about whether leaders are born or made? What evidence is there to provide?

   Answer: Many people still believe that leaders are born with inborn traits that allow them to become good leaders, however, this is only partly true. Research suggests that leadership is 30% genetic leaving 70% to work with over your lifetime.

2. How do you convince your family that there are multiple ways to lead depending on certain factors? What examples could you give of different styles of leadership from famous leaders?

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Answer: Student answers may vary here depending on the leaders they select. The text uses General Patton and Martin Luther King Jr. to illustrate differing styles of leadership, followers, and circumstances. Ask the family whether the leaders would have been successful if their roles were reversed.

3. Using the framework in Figure 1.6, consider your role as a leader in your family. What are your traits and behaviors? What are the attitudes and behaviors of your family members? What situational factors are important?

   Answer: Student answers will vary but this gives the students practice in analyzing leadership situations. This is helpful throughout the course.

4. How does the analysis in Question 3 help you to convince your family that signing up for a leadership development course is a good idea? Write out what you would say to your siblings.

   Answer: Depending on their framework above, students should craft ideas on how to respond to their family members. If this is completed in class, students can share their answers.

End-of-Chapter Exercises

Exercise 1: Leadership History

- ***Note:*** I have had more success having students complete this prior to class. Have students bring either a hard copy to class or have access to an electronic copy. Discussions can revolve around asking students to share some of their answers. I have also polled the class on questions such as number of siblings, how many are the oldest, etc. Try to get students to relate their childhood to their current tendencies toward specific leadership behaviors. For example, are they comfortable collaborating because they grew up in a large household?

Exercise 2: Leader Comparison

1. Describe these leaders on the following factors:
   a. Traits
   b. Behavior
   c. Situational variables
      i. Goals
      ii. External influences
      iii. Influence processes
   d. Followers
   e. Performance outcomes

   Answer: As stated previously, there are short bios of these leaders online. I have also given abbreviated speeches from each leader so students can hear their words.

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I have found it helpful to write student answers on the board to compare the leaders. For example, Patton holds the rank of general, where MLK has no official title. Some similarities may be found in that both are confident and inspiring speakers.

2. Would these leaders be successful if their situations were reversed? Could Martin Luther King Jr. lead an army into battle? Could Patton lead a civil rights movement?

   Answer: Most students will agree that these leaders would not be successful in reverse roles. I point out here that there are numerous books written by successful leaders. Trying to emulate their behaviors is problematic as the followers and context may be different for you.

3. How can both leaders be successful with such different skills, styles, and backgrounds?

   Answer: This ties back to the leadership myth that there is one best way to lead. It also relates to the connective leadership model which proposes varying your leadership behaviors.

Exercise 3: Quiet Rage

1. What behaviors and traits did the leaders (guards) display in the study?

   Answer: The power of their roles seemed to take over. The guards, while somewhat varied in their approach, allow their largely unchecked power to lead them to treat others in ways they would not consider in their normal lives.

   When asked whether my students would behave this way, most will say no. It is important to remind them that the students in the study were just typical college students like they are.

2. What situational and follower factors played into the results of the study?

   Answer: This situation gave some participants almost total power whereas others had none. Those with no power tended to do what they could just to get by. They started in rebellion but quickly adjusted to doing what they were told. There were punishments and consequences for not following orders.

3. What conclusions can we draw about our natural tendencies when given leadership power without accountability? What about when we have all power taken from us?

   Answer: Power without accountability can be dangerous. It is therefore critical to keep a check on those in power as seemingly average people can be led to do things they normally wouldn't. Those without power can also fall prey to the situation they find themselves in.

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4. Based on what we see in the film, is there any correlation to recent political/historical events? Should we have been able to predict these consequences? What can we do to prevent future abuse?

   Answer: Student answers may vary from the Holocaust to prison abuses as there are numerous examples. Now that they know the influence of the situational factors, we should always be sure to have checks and balances for those in power.

5. What can we learn from this study about our own roles as future leaders?

   Answer: Surround yourself which those who are willing to challenge you and keep you in check. Never underestimate the power the situation has on your behavior.

Additional Activities

Online Quizzes

Since students may tend to skim the chapter, you may consider giving open-book (online) quizzes for each chapter pulled from the test bank prior to class. If your learning system allows, you can set the system to grade the quiz and enter the score into your gradebook.

Leading a Class Session

For this course, I have students sign up to lead a class session. The students should be put into teams wherein they must cover the chapter material for their assigned week, including how they will meet the learning objectives. In this way, students can practice the leadership skills they have studied in class. I grade on how well the learning objectives have been met, if the material was clearly presented, and how well they engage the class with activities related to the learning objectives.

Additional Resources

Websites

- Lovelace, A. (2023, September 23). *George Patton*. Britannica. https://www.britannica.com/biography/George-Smith-Patton
  - This website is a great resource for more information on General George Patton, covering his early military career, involvement in World War II, and controversies.
- Mason, D. L. (2021, January 20). *Biography of the Rev. Dr. Martin Luther King Jr., civil rights leader*. ThoughtCo. https://www.thoughtco.com/martin-luther-king-jr-1779880
  - This biography offers a plethora of information in Martin Luther King Jr.'s life, including his principles of nonviolence, ways he fought for civil rights, and legacy.

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Books

- Lipman-Blumen, J. (1996). *The connective edge: Leading in an interdependent world.* Jossey-Bass.
  - Jean Lipman-Blumen introduces her model of connective leadership, describing the nine achieving styles that modern leaders must use to bring together an increasingly diverse workforce and handle increasingly complex situations.

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