### Part 1: Leadership Is a Process, Not a Position

#### Leadership

Followers

Leader

Situation

### Chapter 1: What Do We Mean by Leadership?

LO 01-01: Characterize the meaning of leadership.

LO 01-02: Identify common leadership myths.

LO 01-03: Generalize the interactional framework for analyzing leadership.

LO 01-04: Illustrate the interactional framework by examining women’s roles in leadership.

LO 01-05: Conclude that there is no simple recipe for effective leadership.

**Chapter 1 Outline**

## **What Do We Mean by Leadership?**

Introduction

What is Leadership?

 Leadership is both a science and an art

 Leadership is both rational and emotional

 Leadership and management

Leadership Myths

 Myth: Good leadership is all common sense

 Myth: Leaders are born, not made

 Myth: The only school you learn leadership from is the school of hard knocks

The Interactional Framework for Analyzing Leadership

The Leader

The Followers

The Situation

Illustrating the Interactional Framework: Women in Leadership Roles

There Is No Simple Recipe for Effective Leadership

Summary

**Key Learning Points**

# Introduction

# *The text opens with a story of leadership issues faced by a Uruguayan rugby team that was involved in a plane crash in the Andes Mountains en route to a game in Chile. It is a tale of survival and heroics to be sure, but it is also a story about leadership in a dynamic and critical situation. Although this may seem like an extreme and remote example that is not useful for everyday leadership, it is clear that the issues of dealing with people (all of whom have different personalities, values, and motives) in an effort to accomplish a goal in the face of adversity is not that uncommon. Skills exhibited in such an environment are important across situations.*

# What is Leadership?

# *Leadership is a complex phenomenon involving the leader, the followers, and the situation. Some leadership researchers have focused on the personality, physical traits, or behaviors of the leader; others have studied the relationships between leaders and followers; still others have studied how aspects of the situation affect how leaders act. Some have extended the latter viewpoint so far as to suggest there is no such thing as leadership; they argue that organizational successes and failures often get falsely attributed to the leader, but the situation may have a much greater impact on how the organization functions than does any individual, including the leader.*

# *Definitions of leadership differ in many ways, and these differences have resulted in various researchers exploring disparate aspects of leadership. All considered; the definition “the process of influencing an organized group toward accomplishing its goals” is fairly comprehensive and helpful.*

*Successful managers (those promoted quickly through the ranks) spend relatively more time than others in organizational socializing and politicking; and they spend relatively less time than the latter on traditional management responsibilities like planning and decision making. Truly effective managers, however, make real contributions to their organization’s performance. This is a critical distinction.*

## Leadership Is Both a Science and an Art

*Knowing something about leadership research is relevant to leadership effectiveness. Because skills in analyzing and responding to situations vary greatly across leaders, leadership will always remain partly an art as well as a science.*

## Leadership Is Both Rational and Emotional

*Leadership involves both the rational and emotional sides of human experience. Some scholars suggest the very idea of leadership may be rooted in our emotional needs. Belief in the potency of leadership (the romance of leadership) may be a cultural myth that has utility primarily insofar as it affects how people create meaning about causal events in complex social systems.*

## Leadership and Management

*Leadership is distinct from management. The authors think of leadership and management as closely related but distinguishable functions. Although some functions performed by leaders and managers may be unique, there is also an area of overlap.*

# Leadership Myths

# *In general, these myths can be classified into three broad categories of beliefs that hinder the development of leadership: 1) “good leadership is all common sense;” 2) “leaders are born, not made;” and 3) “the only school you can learn leadership from is the school of hard knocks.”*

## Myth: Good Leadership Is All Common Sense

# *This myth implies a common body of practical knowledge that any reasonable person with moderate experience has acquired. However, studies indicate that common sense is less common than most people believe. If leadership were nothing more than common sense, there should be few, if any, problems in the workplace. Effective leadership must be something more than just common sense.*

## Myth: Leaders Are Born, Not Made

# *The born versus made distinction for leadership focuses on the larger question of whether nature (genetics) or nurture (environment) is most responsible for human development—indeed, the more reasoned position is that both of these are important and play a role.*

## Myth: The Only School You Learn Leadership from Is the School of Hard Knocks

# *Actual experience is important to leadership development, but it is not entirely distinct from the formal study of leadership. In fact, the formal study of leadership can equip individuals with the tools necessary to better assess, evaluate, and reflect on their experiences that, in the end, will make them even better leaders.*

**The Interactional Framework for Analyzing Leadership**

# *Leadership scholars have spent a great deal of time focusing their studies on specific leaders as the means for improving our understanding of leadership. However, focusing exclusively on the leader ignores the followers and the situation in the leadership process. Using all three lenses of the interactional framework—the leader (L), the followers (F), and the situation (S)—provides the best opportunity to truly understand and analyze situations. Although using each one of the lenses separately is a useful way to begin, even better insight can be gained by adding the interactions between the components of the model. Important factors to consider for each component are listed in the following sections.*

# The Leader

# *What does the leader bring to the table as an individual? This component contains personal history, interests, character traits, personality, intelligence, and motivation. How leaders achieve leadership status is also an important consideration—did they emerge as a leader, were they promoted from within, or were they elected? Finally, the extent to which followers participated in the leader’s selection can (and will) influence the leader-follower interactions and potentially create situational influences as well.*

# The Followers

# *Although researchers have not paid a great deal of attention to the role of followers, this is beginning to change. Leadership is a social influence process shared among all members of a group. Both practitioners and scholars emphasize the relatedness of leadership and followership. The followers’ expectations, personality traits, maturity levels, levels of competence, motivation, and group (team) dynamics affect the leadership process. Indeed, leaders and followers who share the same goals, visions, and values are able to develop deeper relationships, create higher levels of commitment, and even influence satisfaction. Followers will remain an important aspect of the leadership process as organizations continue to try to leverage their own abilities and attempt to function at the same operational level with fewer resources.*

# The Situation

# *This aspect of the model is possibly the most ambiguous and complex of all. This is the case because it can include a wide range of variables from characteristics about the task to significant environmental factors (i.e., weather, business environment, political unrest, etc.). The important point is that the context cannot and should not be ignored when analyzing the leadership process.*

# Illustrating the Interactional Framework: Women in Leadership Roles

Research shows that increasing numbers of women are occupying leadership positions in organizations. A 2014 study indicated that only 5.2 percent of CEOs in the United States were women. Obstacles still exist that constrain opportunities for capable women to rise to the highest levels of organizations. For example, although more female than male executives are receiving on-the-job mentoring, the mentors of male executives tend to have more organizational clout than the mentors of female executives.

A bias is sex role stereotypes create problems for women moving up through managerial roles. Research showed high correlations between how males and managers were perceived (by both males and females); and no correlation between females and managers. A 2011 meta-analysis of studies of gender stereotyping found a tendency for leadership to be viewed as culturally masculine. A 2016 review of research notes the persistent tendency of gender stereotypes that women are seen as more communal (kind and nurturing) but less agentic (ambitious and dominant) than men. Although a strong masculine stereotype of leadership remains an issue in some workplaces, women’s perceptions of their roles have changed. To women, being a woman and being a manager are not contradictory.

Furthermore, a study by the Center for Creative Learning comparing men and women at higher levels of management showed little difference between the leadership styles of men and women (differences across other variables were found, but not with respect to leadership style). However, research by Judith Rosener suggests that many women leaders engage in interactive leadership that encourages participation through support and encouragement.

The work by Eagly and Carli asserts that four factors have led to the rise of women in leadership positions: 1) women themselves have changed; 2) leadership roles have changed; 3) organizational practices have changed; and 4) culture has changed. Although recent trends show more women moving into leadership positions, there are still very different perceptions between males and females that affect opportunities for women—continued research and study can help continue to shed light on this situation.

# There Is No Simple Recipe for Effective Leadership

It is simply impossible to offer a recipe for successful leadership—a specific behavior (and its effectiveness) occurs within a specific context and with a specific set of followers—these areas need to be considered jointly when deciding on a course of action.

In line with this requirement, we can conclude that the right behavior in one situation will not necessarily be the right behavior in another situation. This does not imply that “any” behavior is equally good or appropriate across situations—leaders need to learn to use experiences in light of the LFS Model and make sound decisions based on the interactions between the leader, the followers, and the situation.

# An Overview of This Book

Leadership is a process that involves the interaction between the leader, the followers, and the situation (the basis of the LFS Interactional Framework used in the text). In line with this framework, the book has four parts. Part 1 focuses on the notion that leadership is a process, not a position. Part 2 focuses on the “L,” or leader, portion of the model and considers topics like power and influence, ethics and values, leadership attributes, and leadership behaviors. Part 3 of the textbook concerns the “F,” or follower, portion of the model with topics like motivation and performance, groups and teams, and skills for developing others. In Part 4, the focus is on the “S,” or situation, portion of the model and covers topics like contingency theories, change, the “dark side” of leadership, and addressing leadership in changing situations. Finally, at the conclusion of Parts 2, 3, and 4, the text contains a section with specific, practical leadership skills that are applicable to that portion of the textbook (or instructor’s manual). These sections focus on providing practical advice about how to handle specific leadership challenges. Although presented at the end of the relevant part of the text, these “skill sections” can (and should) be integrated with specific chapters from the corresponding part of the text.

**Brief Definitions of the Key Terms for Chapter 1**

**Leadership:** A complex phenomenon involving the leader, the followers, and the situation. Also, the definition, as used in the text, is “the process of influencing an organized group toward accomplishing its goal” (Roach & Behling, 1983 cited in Hughes, Ginnett, & Curphy, 2005 p. 8).

**Management:**Generally associated with words like: efficiency, planning, paperwork, controlling, procedures, regulations, and consistency.

**Interactional Framework:**The text’s underlying framework for studying leadership recognizes the impact and reciprocal influence of the leader, followers, and situation.

**Leader:**The first element of the interactional framework—includes concepts like personality, position, and expertise.

**Followers:**The second element of the interactional framework—includes concepts like values, norms, and cohesiveness.

**Situation:**The third element of the interactional framework—includes concepts like the task, the environment, and stress/crisis.

**Interactions:**The important distinction that leadership is not just about individuals and their characteristics but rather how these individuals leverage their characteristics within a particular environment or context—leadership is not context (or setting) free.

**In-group:**Interactions that are characterized by a high degree of mutual influence and attraction between leaders and followers—these groups can be distinguished by their high degree of loyalty, commitment, and trust felt toward the leader.

## **Out-group:** Groups that are characterized by low degrees of mutual influence and attraction as well as lack of commitment, loyalty, and trust toward the leader.

**Followership:**Idea of “one-man leadership” is a contradiction in terms; therefore, leadership and followership cannot be separated.

**Independent, critical thinking:**Endpoint of Kelly’s broad followership dimension indicating followers who think for themselves and offer constructive criticism.

**Dependent, uncritical thinking:**Endpoint of Kelly’s broad followership dimension indicating followers who need to be told what to do.

**Active followers:**Endpoint of Kelly’s broad followership dimension indicating followers who are engaged in the task at hand—self-starters who have initiative.

**Passive followers:**Endpoint of Kelly’s broad followership dimension indicating followers who do not engage, dodge responsibility, and need constant supervision.

**Role approach:** An approach to understanding the followership which is seen as a role, or a part that is played, often if not always designated by a term like *subordinate*.

**Constructionist approach:** An approach to understanding the followership which views leadership as combined acts of leading and following by different individuals, whatever their formal titles or positions in an organization may be.

**Heroic Theory:**The assumption that leadership is a general personal trait expressed independently of the situation in which the leadership was manifested

**Interactive Leadership:**Leadership style that enhances others’ self-worth and believes that the best performance occurs when people are excited about their work and feel good about themselves.

**Glass cliff**: Finding that female candidates for an executive position are more likely to be hired than equally qualified male candidates when an organization’s performance is declining–a time when there is inherently an increased risk of failure. This may actually reflect a greater willingness to put women in precarious positions.

**Successful managers:**These are managers promoted quickly through the ranks. They spend relatively more time than others in organizational socializing and politicking; and they spend relatively less time on traditional management.

**Effective managers:**Make real contributions to their organization’s performance.

**Romance of leadership:**The belief in the potency of leadership—may be a cultural myth that has utility primarily insofar as it affects how people create meaning about causal events in complex social systems.

**Stereotype threat:**This refers to situations in which people feel themselves at risk of being judged by others holding negative stereotypes about them.

**Overview of the Learning Resources for Chapter 1**

*Exercise 1-1: Truth or Lies.* This 25-minute experiential exercise helps students quickly learn about the other people in their class.

*Exercise 1-2: Getting Acquainted*. In this 20−40-minute exercise, students get into small groups and discuss the best leader they have ever known, a favorite leader from history or movies, etc., and then share these findings with the other small groups.

*Exercise 1-3: Getting to Know You.* This 20-minute ice-breaking exercise is designed to help students quickly learn about the other students in their class and provide a classroom example of leadership in action.

*Exercise 1-4: Point North.* This 5-minute exercise demonstrates that even experts disagree on what constitutes good leadership.

*Exercise 1-5: Leadership is Leadership (or Is It?).* In this 25-minute exercise, small groups identify the qualities needed to be a successful leader in the government, sports, the military, private industry, etc. Groups then flip chart their qualities and discuss the similarities and differences in these types of leaders.

*Exercise 1-6: The Lineup*. In this 20-minute experiential exercise, students will need to play both leadership and followership roles in order to complete some simple group tasks.

*Exercise 1-7: Chernobyl*. This 50-minute experiential exercise does an excellent job introducing students to the concepts of leadership, management, followership, and the myths of leadership.

*Exercise 1-8: The Blind Men and the Elephant.* This 25-minute exercise uses a poem by John Godfrey Saxe to stimulate a discussion about the complexity of the world and the important and essential value of multiple perspectives—something that is clearly important to the study of leadership, as well.

*Exercise 1-9: Leaders, Followers, and Managers.* This 25-minute exercise is an effective way to identify and discuss the differences between leaders, followers, and managers.

*Case Studies*: The minicase, “Richard Branson Shoots for the Moon,” at the end of Chapter 1 provides good material to introduce the concept of leadership, management, and followership.

**Sample Lesson Plans for Chapter 1**

**Lesson 1: 60 minutes.**

***Pre-work:*** A combination of Exercise 1-9: Leaders, Followers, and Managers and Exercise 1-8: *The Blind Men and the Elephant*.

***Lesson Plan:***

Both portions of this exercise should be completed in small groups with a final, composite discussion occurring with the entire class at the end of the period. Begin by dividing the class into small groups and presenting an overview of the two exercises.

 **Part I:**

* Each small group will generate the lists of attributes from Part I of Exercise 1-8 (15 minutes)
* Have the groups report their finding to the class paying particular attention to the discussion points listed in Part II of Exercise 1-8 (10 minutes).

**Part II:**

* Read or present the poem, *The Blind Men and the Elephant* to the class (5 minutes).
* The student groups should then discuss the meaning of the poem with a particular focus on what it has to do with the study of leadership (10 minutes).
* Facilitate a class-wide discussion based on the small group discussion points (10 minutes).

**Part III:**

* Use the remaining class time to pull these exercises together and reinforce the importance of what leadership is (and is not) as well as the vitally important notion of embracing and using multiple perspectives!

Lesson 2: 60 minutes

***Pre-work:*** Exercise 1-7, Chernobyl. This exercise should be completed with the entire class (or in groups of 15−20 students; students not participating in the exercise can be used as observers). No outside work is required prior to using this exercise in the classroom.

***Lesson Plan:***

* Assign students to the required positions, including observers, and overview the exercise in very general terms (5 minutes).
* Provide guidance (best in the form of a note taking sheet) to observers to narrow their focus and scope of observation.
* Execute the exercise (35 minutes).
* Allow observers to provide a debriefing of what they observed during the exercise (10 minutes).
* After the observers’ debriefing, instructors highlight their significant observations during the exercise, as well as linking the observers’ comments and their comments to the key course concepts (i.e., interaction between leaders and followers, did the leaders lead or manage, and the role of communication—especially without sight).
* Remember that a good debriefing and recap of the exercise is where the “real” learning and points of potential reflection become obvious!

**Minicase, “Richard Branson Shoots for the Moon,” Sample Answers**

Question 1: Would you classify Richard Branson as a manager or a leader? What qualities distinguish him as one over the other?

Perhaps it would be useful to think about the distinctions made by Bennis (1989) and others as a place to frame this discussion. For example:

|  |  |
| --- | --- |
| **Leaders** | **Managers** |
| Innovate | Administer |
| Develop | Maintain |
| Inspire | Control |
| Long-term view | Short-term view |
| Ask what and why | Ask how and when |
| Originate | Imitate |
| Challenge the status quo | Accept the status quo |

Generally, it is quite evident that Branson exhibits qualities listed in the left-hand column of the table above—he is innovative, inspiring, and original, and he challenges the status quo (“Got a Big Idea?”). However, it is important to note that the management functions cannot (and should not) be overlooked. With respect to the team Branson assembles around him, it would be important to be sure that he has people around him to “balance” his vision and manage the day-to-day operations. One final note, leadership and management are not mutually exclusive!

Question 2: As mentioned earlier in this chapter, followers are part of the leadership process. Describe the relationship between Branson and his followers.

Branson appears to have a knack for sharing his vision and creating excitement in those who work for and with him (i.e., the flight attendant with the wedding business idea, as well as leveraging his magazine staff to “buy in” to the music business). Additionally, his willingness to empower, trust, and push his employees in conjunction with how he runs his operation may be nontraditional, but it is producing results (very good results; is his approach one of common sense?).

Question 3: Identify the myths of leadership development that Richard Branson’s success helps disprove.

Foremost in this minicase, Branson’s history helps disprove the notion that leadership is all common sense—prior to reading (or knowing) the results of his actions, it is unlikely many people would have agreed that the methods employed would lead to huge success (from his initial magazine idea right through to his current pursuits). Additionally, his personal history and struggles with school and standardized tests offer support that leaders are not simply born, they can be made, shaped, and developed.

**Chapter 1** **Exercises & Instructions**

**Exercise 1-1**

**Exercise Title:** Truth or Lies

**Purpose:** To introduce classmates to each other.

**Summary:**  Instructors should pass out two large Post-it notes to each student, and then ask students to write something true and something false about themselves on each note. The students should then attach the two notes to themselves. Students should then be asked to go around the room and determine the true statement for each of the other students in the class. They can ask others any question they want, other than to tell them which statement is true and which is false. Students should be given 15 minutes to ask others questions. Instructors should then have students reveal their true and false statements, and tally how many true statements students got correct.

This exercise takes about 25 minutes to complete.

**Exercise 1-2**

**Exercise Title:** Getting Acquainted

**Purpose:** To allow students to get to know each other and introduce different views of leadership.

**Summary:** Have students respond to one or more (but probably not all) of the following tasks:

 1) Describe the best leader you have personally known.

 2) Describe your favorite leader from history, a novel, or a film.

 3) Identify a favorite quotation pertaining to leadership.

 4) Describe your own best leadership experience.

 5) Draw a visual symbol of your view of leadership.

If there are too many in the class for everyone to participate, instructors may choose to break them into manageable groups. If space and materials permit, it is helpful for students to “publish” their responses, or a least a summary phrase of them, on a blackboard or poster paper. This is critical, of course, for the visual symbol. By the way, it is quite helpful for instructors to participate in this activity; they may even go first to “break the ice.”

This kind of activity works best if you encourage students to elaborate on their responses. It is interesting and revealing to find out, for example, why a particular leader is admired, not just who that leader may be.

This exercise takes 20–40 minutes, depending on the number of tasks completed.

**Exercise 1-3**

**Exercise Title:** Getting to Know You

**Purpose:**  To introduce participants to many leadership concepts and to each other.

**Summary:**  This is an ice-breaking exercise which serves as a nice introduction to leadership, norms, communication, planning, problem solving, etc. Break the class into 10−12 person groups, and give them 10 minutes to learn everyone else's name in the group. At the end of the ten minute period, instructors should ask 3 people at random to name the other participants in their group and should keep a tally of the number of names correctly versus incorrectly identified (this element of competition often spurs groups to work harder and practice more during the planning period—which ultimately will help them to better know each others' names). Instructors should comment on the different strategies groups used as well as asking participants how leadership, followership, norms, planning, and problem solving were exhibited during the 10 minute planning period.

This exercise takes about 20 minutes.

**Exercise 1-4**

**Exercise Title:** Point North

**Purpose:** To demonstrate how people differ in their definitions of leadership.

**Summary:** Ask everyone in the room to stand up and close their eyes. Once they have done this, the instructor should then ask students to point north. Then have them open their eyes and note where everyone was pointing. They should then close their eyes again and attempt to point north. They should again open their eyes and look to see where everyone is pointing. The instructor should ask those who are not certain to sit down and those who are “experts” at direction to remain standing, close their eyes, and point north again. Chances are there will be considerable disagreement on where north is in the first two rounds, and there will even be some disagreement among the “experts” as to where north is. The same is true for leadership—people, even experts, disagree as to what does or does not constitute leadership.

Discussion questions include:

 - Why do people disagree?

 - How do we know what the truth is?

 - Are we surprised that even “experts” disagree to some degree?

 - What does this have to do with the study of leadership?

This exercise takes about 5–10 minutes to complete.

**Exercise 1-5**

**Exercise Title:** Leadership is Leadership (or Is It?)

**Purpose:** To introduce the context of leadership, as well as implicit theories of leadership.

**Summary:** Divide the class into groups. Assign each group one of the following categories (or any others): (1) government; (2) sports; (3) private industry; (4) the military; (5) the ministry. Have each group discuss and list traits and behaviors they associate with leaders in their respective categories. After 15 minutes of small group discussion, ask each group to post their list of traits and behaviors such that each group can easily review the other groups' lists. Lead a discussion reviewing the similarities and differences between the lists. It may be useful to address similarities and differences in the nature of the tasks in the different categories, measures of success in each one, etc.

This exercise takes about 25 minutes.

Alternative Uses: This exercise could be used with Chapter 2 to examine the interactional framework of leadership.

**Exercise 1-6**

**Exercise Title:** The Lineup

**Purpose:** A physical icebreaker that raises issues of group leadership, communication, and teamwork.

**Summary:** This is an effective icebreaker if the group has 15−30 people. Instructors will need to create a “balance beam” that consists of a set of boards about 8−12 inches in width and long enough for everyone in the group to stand on in single file. The “beam” can sit on cement blocks and be no more than one foot above the ground.

Begin by asking the group to line up on the “balance beam” in any order whatsoever. After the group has done so, announce that the group's task will be to rearrange itself in some other order without stepping off the “beam” onto the ground. If anyone loses balance and steps onto the ground, everyone must return to the original order and start over. Some possibilities for the new order include: (1) birth dates; (2) in the exact reverse of the order the group is presently in; (3) height; (4) age, etc.

Instructors should do an exercise debrief around who played leadership roles, how the group reacted to requests to change the order of the lineup, etc.

This exercise takes about 20 minutes to complete.

Alternative setup: Instead of having a balance beam, instructors might want to just place two strips of masking tape on the floor. The strips should be about 12 inches apart, and students are not to step outside the tape while doing the exercise.

**Exercise 1-7**

**Exercise Title:** Chernobyl

**Purpose:** To demonstrate leadership, management, followership, trust, visioning, communication, delegation, and the situational factors affecting leadership behaviors.

**Summary:** You will need a 5 gallon plastic bucket, a koosh ball, a transportation device made of surgical rubber tubing and rope, a loop of rope 15 feet in diameter, a loop of rope 4 feet in diameter, and 5−7 blindfolds (this varies depending upon the number of people in the exercise). Place the koosh ball on top of the overturned bucket, and place the bucket in the middle of the 15-foot loop of rope. The 4-foot loop of rope should be placed about 20 yards away from the 15-foot loop. The koosh ball represents a radioactive isotope that must be moved from the containment area (the 15 foot loop) to the customer service area (the 4 foot loop). Anyone touching the bucket, the koosh ball, or entering the containment area is contaminated and is removed from the exercise. The team must use the transportation device to pick up the bucket and isotope and move it to the customer service area. (To make the transportation device, tie the surgical tubing so that it forms a loop approximately 1 foot in diameter. Then tie 5−7 fifteen-foot ropes to the surgical tubing loop at equal intervals.)

 The transportation team is made up of three hierarchical levels. Appoint one or two leaders to oversee the overall project, 5−7 first-line supervisors, and 5−7 workers (the number of supervisors, workers, blindfolds, and tails on the transportation device must match). The workers are blindfolded *before* they see the exercise, and they are the only ones who can touch the transportation device. Thus, blindfold the workers at least 50 yards from the containment area, and assign a supervisor to help each worker get to the containment area and work on the problem.

 Give the leaders and supervisors 25−30 minutes to plan and implement a solution. To successfully solve the problem, the leaders must communicate an overall plan, the supervisors must constantly communicate instructions to their “blind” workers, and the workers must work together to position the transportation device over the bucket, pick the bucket up and move the bucket to the customer service area. Instructors have the option of giving the team more time to implement the solution, but only if the leaders ask for more time with more than 10 minutes left in the exercise. (Teams should not tell their customers they would not be delivering products on time just before the scheduled delivery date.) In terms of penalties, workers, supervisors, or leaders entering the containment area can be eliminated from the exercise. Thirty second time penalties (where all work ceases) can be assessed every time a supervisor touches the transportation device. The bucket and isotope may be returned to the containment area and the transportation device removed if the isotope falls off the bucket on the way to the customer service area.

 The instructor should comment on how the team came up with and implemented solutions, how the situation and the followers affected the leadership process, how supervisors and workers communicated with and listened to each other, what role teamwork and trust played in the process, how real organizations have members who are “blind” to organizational goals, whether or not leaders micromanaged or supervisors emerged as leaders, etc. Instructors can also use this exercise to compare and contrast the LMX Theory, normative decision model, the Situational Leadership Theory, the contingency model, and the path−goal theory in Chapter 14.

This exercise takes 50 minutes to complete, and is adapted from The Center for Creative Leadership’s Outdoor Leadership Training Module.

**Chernobyl Diagram**

Surgical Tubing

15’ Diameter Rope

5 Gallon Bucket with Koosh Ball

4’ Loop of Rope

**Transportation Device**

**Exercise 1-8**

**Exercise Title:** *The Blind Men and the Elephant*

**Purpose:** To demonstrate 1) leadership is a complex process and 2) the value of multiple perspectives to the study of leadership (and other important issues related to the leadership process).

**Summary:** You will need a copy of the poem on the following page—individual copies can be distributed to students or the poem can be displayed on an overhead (or through a similar multimedia outlet).

This exercise can be completed in small groups or as a classroom discussion.

After reading the poem, students should focus their discussions on two specific issues: 1) what does this poem mean and 2) what does it have to do with the study of leadership. Simply stated, the poem strikes at the heart of something that is crucial to the study of just about anything—in our case, leadership. The notion is that the world and its associated issues/questions are often very complex and given this complexity it is unlikely simple, one-sided solutions will lead to good solutions. Leadership is a complex phenomenon, and it too requires careful attention and review from **multiple perspectives**. As examples, one can think about leadership in the following ways: as an art and science, on stages large and small, distinctions between leadership and management, and as rational and emotional. Finally, this notion of multiple perspectives can serve as a useful bridge or introduction to the Interactional Framework and the importance of using various lenses (or perspectives) in evaluating and understanding leadership situations.

If the initial discussions occur in small groups, make sure to take some time to bring the discussion (and conclusions) back to the front of the classroom to be sure all of the students benefit from the unique points addressed by each small group.

This exercise takes 25–30 minutes to complete.

The Blind Men and the Elephant

American poet John Godfrey Saxe (1816-1887) based the following poem

on a fable which was told in India many years ago.

It was six men of Indostan / To learning much inclined,

Who went to see the elephant / (Though all of them were blind),

That each by observation / Might satisfy his mind.

The First approached the Elephant / And happening to fall

Against his broad and sturdy side, / At once began to bawl;

“God bless me! But this elephant / Is nothing but a wall!”

The Second, feeling of the tusk, / Cried “Ho! What have we here

So very round and smooth and sharp! / To me ‘tis mighty clear

This wonder of an Elephant / Is very like a spear!”

The Third approached the animal, / And happening to take

The squirming trunk within his hands, / Thus boldly up and spake;

“I see,” quoth he, “the elephant / Is very like a snake!”

The Fourth reached out his eager hand, / And felt about the knee:

“What most this wondrous beast is like / Is mighty plain,” quoth he;

“’Tis clear enough the elephant / Is very like a tree.”

The Fifth, who chanced to touch the ear, / Said, “E’en the blindest man

Can tell what this resembles most; / Deny the fact who can,

This marvel of an elephant / Is very like a fan!”

The Sixth no sooner had begun / About the beast to grope,

Than, seizing on the swinging tail / That fell within his scope,

“I see,” quoth he, “the elephant / Is very like a rope!”



And so these men of Indostan / Disputed loud and long,

Each in his own opinion / Exceeding stiff and strong,

Though each was partly in the right, / And all were in the wrong!

So, oft in theologic wars /

The disputants, I ween

Rail on in utter ignorance /

Of what each other mean,

And prate about an elephant /

Not one of them has seen!

**Exercise 1-9**

**Exercise Title:** *Leaders, Followers, and Managers*

**Purpose:** To identify (as well as compare and contrast) the attributes of leaders, followers, and managers.

**Summary:** Divide students into small groups (4−5 students per group) and provide each group with a flipchart or white/chalk board space to construct their lists.

**Part I:** Student groups should be instructed to identify individual attributes for each of the following categories: leaders, followers, and managers. Each list should contain between 5−7 attributes. Once the lists are composed, students should compare and contrast their lists and attempt to draw some conclusions about what “kinds” of attributes are listed—are there any overarching themes?

This portion of the exercise should last 10−15 minutes.

**Part II:** Ask one student from each group to report on their key findings. After all of the groups have reported their individual findings, a class-wide summary discussion (with an emphasis on what was generated by the groups) can be pursued. Potential points to consider:

- Was any one group described by more emotional or rational terms—are they mutually exclusive?

- Did the list of leader attributes focus on “large stage” issues to the exclusion of “small stage” issues?

- Where any of the myths of leadership addressed?

- This portion of the exercise should last 10–15 minutes.

Total exercise time is 25–30 minutes.

Additional References/Resources

Badaracco, J.L. (1997). *Defining moments: When managers must choose between right and wrong.* Boston, MA: Harvard Business School Press.

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Hogan, R., Curphy, G.J., & Hogan, J. (1994). What we know about leadership: Effectiveness and personality. *American Psychologist, 49,* 493−504.

Hogan, R. & Kaiser, R. B. (2005). What we know about leadership. *Review of General Psychology, 9,* 169−180.

Jones, A. (1999). *Team building activities for every group.* Richland, WA: Rec Room Publishing.

Meindl, J.R. (1993). Reinventing leadership: A radical, social psychological approach. In J.K. Murnighan (Ed.), *Social Psychology in Organizations*. (pp 89−118). Englewood Cliffs, NJ: Prentice Hall.

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Newstrom, J. & Scannell, E. (1998). *The big book of team building games: Trust-building activities, team spirit exercises, and other fun things to do.* New York, NY: McGraw-Hill.

Useem, M. (1998). *The leadership moment.* New York, NY: Times Business, Random House.

Websites

 Center for Creative Leadership: <http://www.ccl.org>

 The Gallup Leadership Institute (University of Nebraska—Lincoln): <http://digitalcommons.unl.edu/gallupleadership/policies.html>

 The James MacGregor Burns Academy of Leadership (University of Maryland): <http://www.academyofleadership.org/>