CHAPTER 1

Who Is a Leader and What Skills Do Leaders Need?

Chapter Outline

I. LEADERSHIP DESCRIBED
   A. Leadership Development
   B. Defining Leadership With Five Key Elements

II. LEADERSHIP SKILLS
   A. Are Leaders Born or Made?
   B. Can Leadership Be Taught and Skills Developed?
   C. Managerial Leadership Skills

III. LEADERSHIP MANAGERIAL ROLES
   A. Interpersonal Roles
   B. Informational Roles
   C. Decisional Roles

IV. LEVELS OF ANALYSIS OF LEADERSHIP THEORY
   A. Individual Level of Analysis
   B. Group Level of Analysis
   C. Organizational Level of Analysis
   D. Interrelationships among the Levels of Analysis

V. LEADERSHIP THEORY PARADIGMS
   A. The Trait Theory Paradigm
   B. The Behavior Leadership Theory Paradigm
   C. The Contingency Leadership Theory Paradigm
   D. The Integrative Leadership Theory Paradigm
   E. From the Management to the Leadership Theory Paradigm

VI. OBJECTIVES OF THE BOOK
   A. Leadership Theory
   B. Application of Leadership Theory
   C. Leadership Skill Development
   D. Flexibility

VII. ORGANIZATION OF THE BOOK
New To This Edition

- The chapter has been updated and 90 percent of the references are new to this edition.
- Learning outcomes 5 and 6 have been combined because they are related, and learning outcome 7 has been deleted, but the review and list of key terms remains in the Chapter Summary.
- There is a new opening case Amazon with answers throughout the chapter.
- The opening section headings (level 1 and 2 heads) have been changed to better match the first learning outcome.
- The sub-section (level 3 head) on the Importance of Leadership has been re-written with all new current references.
- There is a new sub-section, Why Study Leadership? to answer this question.
- There is a new sub-section, The Need for Self-Assessment in Leadership Development, so that students understand the value of the self-assessment exercises in each chapter. Also, it gets student self-assessment in the very first section of the chapter.
- Self-Assessment 1-1 has been expanded to include more questions, which makes some changes to the Five Elements of Leadership.
- Within the Five Elements of Leadership, The Leader-Follower subsection now has level 4 headings and the influencing, organizational objectives, change, and people subsections have been heavily revised and shortened with new references.
- The section Can Leadership Skills be Taught and Skills Developed has been re-written and shortened with all new references.
- The introduction to the Management Leadership Skills, and the discussion of the three management skills have been shortened with new references.
- The Interpersonal Roles now begins with the leader, and the discussion of all 10 roles has been condensed.
- You Make the Ethical Call 1.2, Executive Compensation, has been shortened and updated with all new references.
- Each of the Leadership Theory Paradigms has been shortened by removing some of the details of the findings of each paradigm that is discussed in later chapters.
- AACSB standards have been updated using the 2013 AACSB Business Accreditation Standards, General Skills Areas. The listing of AACSB skills developed in each of the Skill Building Exercises throughout the book have also been updated.
- The case is essentially new as indicated in the new title From Steve Jobs to Tim Cook—Apple. The information on Jobs has been decreased and the information on Cook has been increased, with several new references and current performance reported with Cook as CEO.

Lecture Outline

PowerPoint: You may use the PowerPoint supplement to enhance your lectures. Even if your classroom is not equipped to use PowerPoint, you can review the material on your personal computer to get teaching ideas and to copy the slides. Copies of the slides can be made into overheads. (Chapter Title on Slide 1-1 and LOs on Slide 1-2)

I. LEADERSHIP DESCRIBED

A. Leadership Development (Slide 1-3)

1. Why Leadership Development is Important

   Leadership is everyone’s business. Leadership is a key issue in management and organizations spend a great deal of resources teaching employees how to lead.

2. Why Study Leadership? (Slide 1-4, Discussion Question on Slide 1-5)

   The study of leadership applies directly to your professional live. If you are a manager, or want to be a manager someday, the need for good leadership skills is self-evident.
Even if you are not interested in being a manager, you still need leadership skills to succeed in today’s workplace. The old workplace, in which managers simply told employees what to do is gone.

Today, employees want to be involved in management, and organizations expect employees to work in teams and share in decision making and other management tasks.

The study of leadership also applies to your personal life. You communicate with and interact with people every day; you make personal plans and decisions, set goals, prioritize what you will do, and get others to do things for you.

3. The Need for Self-Assessment in Leadership Development (Slide 1-6)

“Know Thyself” or self-awareness has been called the leadership first commandment, so the first step to leadership development is self-awareness of leadership competencies.

To provide you with leadership self-awareness, every chapter has self-assessment exercises. Let’s start now to better understand your Leadership Potential by completing Self-Assessment 1-1.

**YOU MAKE THE ETHICAL CALL 1.1**

Is Leadership Really Important?

Answers will vary based on opinion.

B. Defining Leadership With Five Key Elements (Slide 1-7, also holds Exhibit 1.1)

Learning Outcome (LO) 1-1. Briefly describe the five key elements of leadership.

- Leader–follower—leaders influence behavior of followers, and vice versa. Influencing—the relationship between leaders and followers, who change roles. Organizational objectives—outcomes leaders and followers want to accomplish. Change—needed to achieve objectives. People—leadership is about leading people.

<table>
<thead>
<tr>
<th>Self-Assessment 1-1</th>
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<tbody>
<tr>
<td>Leadership Potential</td>
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<tr>
<td>If you want students to complete the Self-Assessment exercises throughout the book, you may want to tell students and spend a little time talking about them.</td>
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</tbody>
</table>

Leadership is the influencing process of leaders and followers to achieve organizational objectives through change.

There are five key elements of the definition of leadership:

Leaders-Followers  
Influence  
Organizational Objectives  
People  
Change

1. Leader–Followers (Slide 1-8)

Leadership is shared. Good followers perform leadership roles when needed. And followers influence leaders. Thus, in our definition of leadership, the influencing process is between leaders and followers, not just a leader influencing followers. Knowing how to lead and developing leadership skills will make you a better leader and follower.

Organizations and managers or employees. Throughout this book, leadership is referred to in the context of formal organizational settings. Leadership is part of a manager’s job. However, there are managers who are not effective leaders. There are also nonmanagers who have great influence on managers and peers.

Manager or leader and followers? Therefore, in this book we do not use the terms manager and leader interchangeably. The term manager means a person who has a formal title and authority. The term leader means a person who may be either a manager or a nonmanager. A leader always has the ability to influence others; a manager may not. Thus, a leader is not necessarily a person who holds some formal position such as a manager.
A follower is a person who is being influenced by a leader. A follower can be a manager or a nonmanager. Good followers are not “yes people” who simply follow the leader without giving input that influences the leader. The qualities needed for effective leadership are the same as those needed to be an effective follower.

**WORK APPLICATION 1-1**
Recall a present or past job. Were you both a leader and a follower? Explain.

2. **Influence** (Slide 1-9)

Influencing is the process of a leader communicating ideas, gaining acceptance of them, and motivating followers to support and implement the ideas through change.

**WORK APPLICATION 1-2**
Briefly explain the influencing relationship between the leader and followers where you work(ed).

3. **Organizational Objectives** (Slide 1-10)

Effective leaders influence followers to accomplish shared objectives. Setting objectives clearly affects performance.

Members of the organization need to work together toward an outcome the leader and followers both want, a desired future or shared purpose that motivates them toward this preferable outcome.

**WORK APPLICATION 1-3**
State one or more objectives from an organization where you work(ed).

4. **Change**

Influencing and setting objectives is about change. To be an effective leader and follower you must be open to change.

Leaders bring about change by asking followers for their input, to change the status quo, to continuously improve work processes, and to develop new innovative products and services.

**WORK APPLICATION 1-4**
Are the managers where you work(ed) effective at influencing their employees to bring about change? Explain.

5. **People**

Leadership is about leading people through relationships. People accomplish the objectives. To be effective at almost every job today, you must be able to get along with people.

**WORK APPLICATION 1-5**
Do managers where you work(ed) treat employees as valuable assets? Explain.

### II. LEADERSHIP SKILLS

**LO 1-2. Identify and define the managerial leadership skills.**

- The three skills are technical, interpersonal, and decision-making. **Technical skills** involve the ability to use methods and techniques to perform a task. **Interpersonal skills** involve the ability to understand, communicate, and work well with individuals and groups through developing effective relationships. **Decision-making skills** are based on the ability to conceptualize situations and select alternatives to solve problems and take advantage of opportunities.

**Self-Assessment 1-2**

Managerial Leadership Skills

If you want students to complete the Self-Assessment exercises throughout the book, you may want to tell students and spend a little time talking about them.
A. Are Leaders Born or Made? (Slide 1-11)

You may think this is a trick question, because most researchers say the answer is both. Effective leaders are not simply born or made, they are born with some leadership ability and develop it.

WORK APPLICATION 1-6
Do you believe that you are a born leader? Do you believe that you can develop your leadership skills to improve job performance?

B. Can Leadership Be Taught and Skills Developed?

YES. Leadership is an individual capability and research supports that leadership is learnable. Students can develop their leadership skills, including their knowledge, skills, and abilities (KSA).

If leadership could not be developed, why do major corporations spend millions of dollars on leadership training each year.

C. Managerial Leadership Skills (Slide 1-12, also Exhibit 1.2)

1. Technical skills involve the ability to use methods and techniques to perform a task.
2. Interpersonal skills involve the ability to understand, communicate, and work well with individuals and groups through developing effective relationships.
3. Decision-making skills are based on the ability to conceptualize situations and select alternatives to solve problems and take advantage of opportunities.

4. Skills Needed Based on Management Level (Slide 1-14, with Discussion Question on Slide 1-13)

Top level managers have a greater need for interpersonal and decision making skills than technical skills. Middle level managers have a balanced need for all three skills. First level managers have a greater need for technical and interpersonal skills than decision making skills.

WORK APPLICATION 1-7
Select a manager, preferably one who is or was your boss, and state the specific management skills he or she uses (used) on the job.

CONCEPT APPLICATION 1-1
Managerial Leadership Skills
Answers to Concept Application questions are at the end of lecture outline.

III. LEADERSHIP MANAGERIAL ROLES (Slide 1-15)

LO 1-3. List the ten managerial roles based on their three categories.

Leaders perform the interpersonal role when they act as figurehead, leader, and liaison. Leaders perform the informational role when they act as monitor, disseminator, and spokesperson. Leaders perform the decisional role when they act as entrepreneur, disturbance handler, resource allocator, and negotiator.

Henry Mintzberg identified ten managerial roles that leaders perform to accomplish organizational objectives. He grouped these roles into three categories.

The managerial role categories are interpersonal, informational, and decisional.

A. Interpersonal Roles (Slide 1-16, and Exhibit 1.3)

The interpersonal leadership roles include leader, figurehead, and liaison.

1. Leader Role
   The leader role is that of performing the management functions (planning, organizing, leading, and controlling) to effectively operate the managers’ unit to accomplish organizational objectives.

2. Figurehead Role
Leaders perform the figurehead role when they represent the organization or department in legal, social, ceremonial, and symbolic activities.

3. **Liaison Role**
Leaders perform the liaison role when they interact with people outside of their organizational unit.

**WORK APPLICATION 1-8**
Give one job example of the specific behavior you or some other leader displayed when performing the figurehead, leader, and liaison roles. For each of the three roles, be sure to identify the leader as you or another, the role by its name, and the specific behavior.

B. **Informational Roles** (Slide 1-17)
The informational leadership roles include monitor, disseminator, and spokesperson.

1. **Monitor Role**
Leaders perform the monitor role when they gather information.

2. **Disseminator Role**
Leaders perform the disseminator role when they send information to others in the organizational unit.

3. **Spokesperson Role**
Leaders perform the spokesperson role when providing information to people outside the organizational unit.

**WORK APPLICATION 1-9**
Give one job example of the specific behavior you or some other leader conducted when performing the monitor, disseminator, and spokesperson roles. For each of the three roles, be sure to identify the leader as you or another, the role by its name, and the specific behavior.

C. **Decisional Roles** (Slide 1-18)
The decisional leadership roles include entrepreneur, disturbance handler, resource allocator, and negotiator.

1. **Entrepreneur Role**
Leaders perform the entrepreneur role when they innovate new or improved products.

2. **Disturbance-Handler Role**
Leaders perform the disturbance-handler role when they take corrective action during crisis that interrupts business.

3. **Resource-Allocator Role**
Leaders perform the resource-allocator role when they schedule, request authorization, and perform budgeting activities.

4. **Negotiator Role**
Leaders perform the negotiator role when they represent their organizational unit during transactions that do not include set boundaries (such as only one price and term of a sale/purchase for a product/service or pay of an employee).

**WORK APPLICATION 1-10**
Give one job example of the specific behavior you or some other leader performed when fulfilling the entrepreneur, disturbance-handler, resource-allocator, and negotiator roles. For each of the four roles, be sure to identify the leader as you or another, the role by its name, and the specific behavior.

**CONCEPT APPLICATION 1-2**
Leadership Managerial Roles
Answers to the Concept Application questions are at the end of lecture outline.

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IV. LEVELS OF ANALYSIS OF LEADERSHIP THEORY (Slide 1-19)

The three levels of analysis of leadership theory are individual, group, and organizational.

A. Individual Level of Analysis

The individual level of analysis of leadership theory focuses on the individual leader and the relationship with individual followers. The individual level can also be called the dyadic process. There is an implicit assumption that leadership effectiveness cannot be understood without examining how a leader and follower influence each other over time.

B. Group Level of Analysis

The second level of analysis of leadership theory focuses on the relationship between the leader and collective group of followers. This level is also called group process. Group process theories focus on how a leader contributes to group effectiveness.

C. Organizational Level of Analysis

The third level of analysis of leadership theory focuses on the organization. This level is also called organizational process. Organizational performance in the long run depends on effectively adapting to the environment and acquiring the necessary resources to survive.

YOU MAKE THE ETHICAL CALL 1.2

Executive Compensation
Answers will vary based on opinion.

D. Interrelationships among the Levels of Analysis (Slide 1-20, also holds Exhibit 1.4)

LO 1-4. Explain the interrelationships among the levels of leadership analysis.

The three levels of leadership analysis are individual, group, and organizational. The individual performance affects the group and organizational performance. The group performance affects the organizational performance. And both the group and organization affect the performance of the individual.

Exhibit 1.4 illustrates the interrelationships among the levels of analysis of leadership theory. Note that the individual is placed at the bottom of the triangle because group and organizational performance are based on individual performance.

Depending on the size of the group and organization you work for, your individual performance may influence the performance of the group and organization positively or negatively.

Both group and organizational performance also affect the performance of the individual. If groups are highly motivated and productive (or not productive), chances are the individual will be productive (or not) as well.

V. LEADERSHIP THEORY PARADIGMS (Slide 1-21)

A leadership theory is an explanation of some aspect of leadership; theories have practical value because they are used to better understand, predict, and control successful leadership.

There are four major classifications of leadership theory, also called research approaches, used to explain leadership. Leadership theory classifications include trait, behavioral, contingency, and integrative.

A leadership paradigm is a shared mindset that represents a fundamental way of thinking about, perceiving, studying, researching, and understanding leadership.

A. The Trait Theory Paradigm (Slide 1-22)

LO 1-5. Describe the major similarity and difference between the trait and behavioral leadership theories.

The similarity between the trait and behavioral leadership theories is that they are both universal theories, or they are seeking one best leadership style for all situations. The difference is the approach to determining leadership effectiveness. Trait theory attempts to explain personal characteristics of effective leaders, whereas behavioral theory attempts to explain what leaders actually do on the job.
Leadership trait theories attempt to explain distinctive characteristics accounting for leadership effectiveness. Researchers analyzed physical and psychological traits, or qualities, such as high energy level, appearance, aggressiveness, self-reliance, persuasiveness, and dominance in an effort to identify a set of traits that all successful leaders possessed.

B. The Behavioral Leadership Theory Paradigm

Behavioral leadership theories attempt to explain distinctive styles used by effective leaders, or to define the nature of their work.

Mintzberg’s ten managerial roles are an example of behavioral leadership theory. Behavioral research focuses on finding ways to classify behavior that will facilitate our understanding of leadership.

C. The Contingency Leadership Theory Paradigm (Slide 1-23)

Contingency leadership theories attempt to explain the appropriate leadership style based on the leader, followers, and situation.

In other words, which traits and/or behaviors will result in leadership success given the situational variables?

D. The Integrative Leadership Theory Paradigm (Slide 1-24)

Integrative leadership theories attempt to combine the trait, behavioral, and contingency theories to explain successful, influencing leader–follower relationships.

Theories identify behaviors and traits that facilitate the leader’s effectiveness, and explore why the same behavior by the leader may have a different effect on followers, depending on the situation.

E. From the Management to the Leadership Theory Paradigm (Slide 1-25)

The old command-and-control model of management doesn’t work in today’s global economy. Today, managers must be able to lead through motivating others and creating favorable conditions for success, as well as manage.

So, going from the management to the leadership theory paradigm is a shift from the older autocratic management style to the newer participative leadership style of management.

There is overlap between the two paradigms—a successful organization needs both managers and leaders.

VI. OBJECTIVES OF THE BOOK (Slide 1-26, also Exhibit 1.5)

The overarching objectives of this book are reflected in its subtitle: Theory, Application, and Skill Development. We call it a three-pronged approach, with these objectives:

- To teach you the theory and concepts of leadership
To develop your ability to apply leadership theory through critical thinking
To develop your leadership skills in your personal and professional life

This book offers some unique features relating to each of the three objectives (see Exhibit 1.5).

A. Leadership Theory (Slide 1-28 with Discussion Question on Slide 1-27)

Throughout this book, you will learn about several leadership theories and the concepts on which they are based. You will learn about the relationship between leadership and organizational success, as well as the difficulties and challenges leaders face.

As shown in Exhibit 1.5, this book offers six features to help you learn the leadership theory.

1. Evidence-Based Management
   Evidence-based management (EBM) means that decisions and organizational practices are based on the best available scientific evidence. The theories and concepts you will learn are based on scientific research (not opinions, outdated research, or myths).

2. AACSB 2013 Business Accreditation Standards
   The Association to Advance Collegiate Schools of Business (AACSB) gives accreditation to business schools. Below is the list of “General Skills Areas” taken from the 2013 AACSB Accreditation Standards, Standard 9.
   - **Written and oral communication** (able to communicate effectively orally and in writing). Chapter 6 covers communications.
   - **Ethical understanding and reasoning** (able to identify ethical issues and address the issues in a socially responsible manner). Chapters 2 and 10 cover ethics, and each chapter includes “You Make the Ethical Call” situations
   - **Analytical thinking** (able to analyze and frame problems). This general skill is developed throughout the book through multiple applications and skill development exercises.
   - **Information technology** (able to use current technologies in business and management contexts). This is not normally a topic of a leadership course.
   - **Interpersonal relations and teamwork** (able to work effectively with others and in team environments). Chapter 8 focuses on team leadership.
   - **Diverse and multicultural work environments** (able to work effectively in diverse environments). Chapter 10 covers these topics.
   - **Reflective thinking** (able to understand oneself in the context of society). This general skill is developed throughout the book through multiple applications and skill development exercises especially the self-assessment exercises.
   - **Application of knowledge** (able to translate knowledge of business and management into practice). This general skill is developed throughout the book through every application and skill development exercise.

B. Application of Leadership Theory (Slide 1-29)

Students need to be given the opportunity to properly apply what they learn. This book offers you seven features (Exhibit 1.5) to practice applying the concepts and theory.

C. Leadership Skill Development (Slide 1-30 with Discussion Question on Slide 1-31)

Organizations recruit people with leadership skills that can be applied on the job. Students learn best from their own experiences by using the classroom’s social system and their personal and professional experiences to develop leadership skills through a variety of interactive approaches.

To this end, this book offers you six features (Exhibit 1.5) to help you develop your leadership skills.

1. Models versus Exhibits
All of the behavioral “models” in this book provide specific, step-by-step instructions, and they are labeled as models. When we offer general advice without a specific instruction, we label the guidelines “exhibits.” However, the purpose of both models and exhibits is to help you improve your performance.

2. Behavior Modeling Leadership Skills Training

In some of the chapters, the features listed in Exhibit 1.5 are combined in behavior modeling skills training. Follow this procedure: (1) read the step-by-step models, (2) watch a behavior modeling video, and (3) practice the skill (which may include role-playing) through a skill-development exercise. The last step in this training is using the skill in your personal and/or professional life for further development of the leadership skill.

3. Practice

To be successful, you need to be disciplined to practice using your leadership skills in your personal and professional life, and you have to keep repeating them.

D. Flexibility

This book has so many features that they most likely cannot all be covered in class during a one-semester course. You should select the features to be covered during class that best meet the course objectives and the amount of class time available.

VII. ORGANIZATION OF THE BOOK

This book is organized by level of leadership analysis and leadership theory paradigm. See Exhibit 1.6 for an illustration of the organization of this book. (Slide 1-32 and Key Terms on Slide 1-33)

LEARNING OUTCOMES AND ANSWERS

The chapter summary is organized to answer the learning objectives for Chapter 1. They are also found at the end of the chapter and can be used as short answer questions on exams. These learning outcomes are included in the test bank in the conceptual section.

1. Briefly describe the five key elements of leadership.
   Leader–follower—leaders influence the behavior of followers, and vice versa. Influencing—the relationship between leaders and followers, who change roles. Organizational objectives—outcomes that leaders and followers want to accomplish. Change—needed to achieve objectives. People—leadership is about leading people.

2. Identify and define the managerial leadership skills.
   The three skills are technical, interpersonal, and decision-making. Technical skills involve the ability to use methods and techniques to perform a task. Interpersonal skills involve the ability to understand, communicate, and work well with individuals and groups through developing effective relationships. Decision-making skills are based on the ability to conceptualize situations and select alternatives to solve problems and take advantage of opportunities.

3. List the ten managerial roles based on their three categories.
   Leaders perform the interpersonal role when they act as figurehead, leader, and liaison. Leaders perform the informational role when they act as monitor, disseminator, and spokesperson. Leaders perform the decisional role when they act as entrepreneur, disturbance handler, resource allocator, and negotiator.

4. Explain the interrelationships among the levels of leadership analysis.
   The three levels of leadership analysis are individual, group, and organizational. The individual performance affects the group and organizational performance. The group performance affects the organizational performance. And both the group and organization affect the performance of the individual.

5. Describe the major similarity and difference between the trait and behavioral leadership theories, and the interrelationships between them and contingency theories.
The similarity between the trait and behavioral leadership theories is that they are both universal theories, or they are seeking one best leadership style for all situations. The difference is the approach to determining leadership effectiveness. Trait theory attempts to explain personal characteristics of effective leaders, whereas behavioral theory attempts to explain what leaders actually do on the job.

The contingency theory is interrelated with the trait and behavioral leadership theories because it uses these two theories as the foundation for determining which leadership style is most appropriate—based on the leader, followers, and situation.

**REVIEW QUESTION ANSWERS**
*These review questions are included in the test bank in the conceptual section.*

1. **Why is leadership important?**
   A few reasons why leadership is so important include:
   - The success of individual careers and the fate of organizations are determined by the effectiveness of leaders’ behavior.
   - Chief executive officers (CEOs) understand that they can’t run companies on their own; the secret is to foster a leadership mentality throughout the organization.
   - Well-publicized corporate failures have brought home the critical role that leadership plays in the success or failure of almost every aspect of the profit and not-for-profit environment.

2. **What are the five key elements in our leadership definition? How do the elements interrelate to form this definition?**
   The five key elements in the definition of leadership are (1) leaders–followers, (2) influence, (3) organizational objectives, (4) change, and (5) people.
   Leaders and followers influence each other and set organizational objectives to bring about change through people.

3. **Are leaders born or made, and can leadership skills be developed?**
   Effective leaders are not simply born or made; they are born with some leadership ability and develop it.

4. **List and define the interpersonal managerial leadership roles.**
   The interpersonal leadership roles include figurehead, leader, and liaison. Leaders perform the figurehead role when they represent the organization or department in legal, social, ceremonial, and symbolic activities. The leader role is that of performing the management functions to effectively operate the managers’ organization unit. Leaders perform the liaison role when they interact with people outside their organizational unit.

5. **List and define the informational managerial leadership roles.**
   The informational leadership roles include monitor, disseminator, and spokesperson. Leaders perform the monitor role when they gather information. Leaders perform the disseminator role when they send information to others in the organizational unit. Leaders perform the spokesperson role when they provide information to people outside the organizational unit.

6. **List and define the decisional managerial leadership roles.**
   The decisional leadership roles include entrepreneur, disturbance handler, resource allocator, and negotiator. Leaders perform the entrepreneur role when they innovate and initiate improvements. Leaders perform the disturbance-handler role when they take corrective action during crisis or conflict situations. Leaders perform the resource-allocator role when they schedule, request authorization, and perform budgeting activities. Leaders perform the negotiator role when they represent their organizational unit during routine and nonroutine transactions that do not include set boundaries (such as only one price and term of a sale/purchase for a product/service or pay of an employee).

7. **List and define the levels of analysis of leadership theory.**
   The three levels of analysis of leadership theory are individual, group, and organizational. The individual level of analysis of leadership theory focuses on the individual leader and the relationship with individual followers. The group level of analysis of leadership theory focuses on the relationship between the leader and the collective group of followers. The organizational level of analysis of leadership theory focuses on the organization.
8. **List and define the leadership theory paradigms.**
The leadership theory paradigms include the **trait theory paradigm**, the **behavioral leadership theory paradigm**, the **contingency leadership theory paradigm**, the **integrative leadership theory paradigm**, and the **management to the leadership theory paradigm**. Leadership trait theories attempt to explain distinctive characteristics accounting for leadership effectiveness. Behavioral leadership theories attempt to explain distinctive styles used by effective leaders, or to define the nature of their work. Contingency leadership theories attempt to explain the appropriate leadership style based on the leader, followers, and situation. Integrative leadership theories attempt to combine the trait, behavioral, and contingency theories to explain successful, influencing leader–follower relationships. The management to the leadership theory paradigm is a shift from the older autocratic management style to the newer participative leadership style of management.

9. **How can the shift in paradigm from management to leadership possibly help—and hurt—the management profession?**
The shift in paradigm from management to leadership can help the management profession because it places an emphasis on the people side of the job, which has been shown to increase organizational performance. It can hurt the profession if people do not realize that there is overlap between the two paradigms and simplistically stereotype people as either managers or leaders. A successful organization needs both managers and leaders.

10. **What are the three-pronged approach objectives to this book?**
The three-pronged approach has the following objectives:
- To teach the theory and concepts of leadership
- To develop ability to apply leadership theory through critical thinking
- To develop leadership skills in one’s personal and professional life

**CRITICAL THINKING ANSWERS**
Applications may also be used as class discussion questions or written assignments to develop communication skills. These communication skills questions are included in the test bank in the application section.

1. **Should leadership be the manager’s job, or should leadership be a shared process?** (Slide 1-5)
Successful leaders share leadership with their followers.

2. **Are you interested in sharing leadership, or do you prefer to be a follower?** (Slide 1-5)
Answers will vary.

3. **Some people say the hard skills (finance, quantitative analysis) are more important for managers than soft skills (developing relationships, leadership), and some say the opposite is true. What is your view?** (Slide 1-13)
Answers will vary.

4. **Should leadership courses focus on teaching students about leadership or on teaching students to be leaders?** (Slide 1-27)
Answers will vary.

5. **Can college students really develop their leadership skills through a college course? Why or why not?**
Research supports leadership skill development through college courses in leadership. However, students must apply the skills in the course and in their personal and professional lives to do so. (Slide 1-27)

6. **Is leadership ability universal, or is a good leader in one environment also effective in another? For example, can a leader in one industry (e.g., a hospital) be successful in another industry (e.g., a bank)?**
Generally, the answer is yes. Many managers change industries throughout their careers and are effective leaders in more than one industry. (Slide 1-31)

**CONCEPT APPLICATION ANSWERS**
There are similar questions in the test bank in the application section.

Conception Application 1-1 Managerial Leadership Skills

<table>
<thead>
<tr>
<th></th>
<th>1. Decision making. Figuring out the problem takes conceptual, diagnostic, and analytical skills.</th>
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<tbody>
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<td></td>
<td>2. Interpersonal. Writing a text message is a form of communications.</td>
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<td></td>
<td>3. Technical. Running a copy machine takes low level technical skills to do the job.</td>
</tr>
<tr>
<td></td>
<td>4. Interpersonal. Thanking someone is a form of motivating the employee to continue doing a good job.</td>
</tr>
</tbody>
</table>
5. Decision making. Scheduling jobs requires the manager to make decisions.

Concept Application 1-2 Leadership Managerial Roles

6. Negotiator. The manager is in negotiation for a pay raise.
7. Leader. The leader is conducting an informal performance appraisal of discipline.
8. Monitor. This is gathering information.
9. Disturbance handler. The leader is taking corrective action during a crisis.
10. Entrepreneur. The leader is improving the processing of work.
11. Disturbance handler. This is a disruption of work.
12. Disseminator. The leader is giving information to followers within the organizational unit.
13. Liaison. The leader is interacting with a person outside the organizational unit.
14. Leader. This is the hiring management function.
15. Figurehead. The leader is signing an official document.
16. Spokesperson. The leader is providing information to people outside the organizational unit.
17. Resource allocator. The leader is allocating resources.
18. Negotiator. Making a deal on is negotiating.
19. Figurehead. The leader is conducting an awards ceremony.
20. Monitor. The leader is gathering industry information.

Concept Application 1-3 Leadership Theories

21. Contingency. This theory focuses on selecting the appropriate leadership style for the situation.
22. Management to leadership. Teaching managers to involve employees in decision making is a shift from autocratic to participative leadership.
23. Behavioral. The researcher is studying behavior—actions and interactions.
24. Integrative. The focus of the study is on the influencing process of leaders’ traits and behaviors.
25. Trait. How a leader dresses is a physical trait.

CASE ANSWERS

From Steve Jobs to Tim Cook—Apple

1. Explain how each of the five elements of our definition of leadership applies to Tim Cook leading Apple (see Exhibit 1.1).
   (1) There is a strong leader–follower relationship, as many employees have great respect for Cook and are well rewarded. (2) Cook does an excellent job of influencing by communicating ideas, gaining acceptance of them, and motivating followers to support and implement the ideas through change. (3) Cook sets the organizational objective to make the best products in the world. (4) Cook and followers clearly brought improved changes through operation of the iPhone 5. (5) The focus on making the world’s best products require people. People who have worked for Cook over the years have great respect for him as he has inspired loyalty, enthusiasm, and high levels of performance through continuous innovation.

2. Identify leadership skills Tim Cook has that lead to his and Apple’s success. Which skill is his strongest?
   Being in the high tech industry, Cook clearly has technical skills. Although we can argue about Cook also has good interpersonal skills; clearly he got the job done through others on the iPhone 5. It takes incredible teamwork to pull off innovative products at Cook has great decision making skill as he has the final say as CEO of Apple, and it continues to do well.
   Answers will vary as to which is Cook’s strongest skill.

3. Identify managerial leadership roles played by Tim Cook as CEO of Apple. Which role was the most important?
   Under the interpersonal roles, Cook plays the figurehead role as CEO in dealing with legal problems and for social, ceremonial, and symbolic activities, such as his meeting to introduce new products. Under the leader role, although Cook focuses on product development, he does oversee the management of Apple. Cook has to coordinate work from the various business units and product suppliers at Apple, so he performs the liaison role by conducting and attending lots of meetings.
   Through informational roles, Cook performs the monitor role by consistently gathering information; the disseminator role by sending information; and the spokesperson role by talking to people outside the organization, such as the suppliers that make Apple products.
The decisional roles included the entrepreneur role, which is the most important to this case as Jobs more so than Cook led the development of new innovative products to save Apple, and to keep it profitable. But Cook did oversee the iPhone 5. Cook had to perform the disturbance-handler role when Apple Maps didn’t work well. Cook performs the resource-allocator role as he allocates resources to the existing and new product development. Finally, Cook performed the negotiator role with suppliers to get them to make the iPhone 5.

4. Which level of analysis is the primary focus of this case?
The primary focus of this case is the individual level. The discussion is about Steve Jobs and Tim Cook leadership skills, more so than on Apple.

5. Explain how each of the leadership theory classifications applies to this case, and which one is most relevant.
Steve Jobs has leadership traits and behaviors that clearly were important to starting three businesses and coming back to save Apple. The contingency leadership theory applies in the sense that Jobs was a good leader to grow the business from small to larger with innovative products. However, as a mature company, some believe that the more professional manager Tim Cook is a better CEO for this situation. Thus, the contingency leadership theory is the most relevant to this case. The integrative and the management to the leadership theory paradigms are relevant as it takes a combination of skills to grow a company to the current size of Apple and keep it growing. Cook is a participative leader.

6. Can Tim Cook continue to grow Apple, or will it be like so many other companies (like BlackBerry) that lose their competitive edge. Why or why not?
Answers will vary, and only time will tell whether on not Apple will be as successful in the future.

CASE EXERCISE AND ROLE-PLAY
Unless you have very talented students, use the group option.

VIDEO CASE ANSWERS
Leadership at P.F. Chang’s
1. Describe some of Rick Federico’s personal leadership traits.
Federico may be described as intelligent, self-confident, innovative, risk-taking, and hard working.

2. Choose three of the leadership managerial roles and explain how Rick Federico might use them as head of P.F. Chang’s.
Federico may play the leader role by evaluating his employees’ performance. He also may play the spokesperson role by providing information to the public, such as P.F. Chang’s annual report. Federico may also play the disturbance-handler role in case of a crisis or conflict.

DEVELOPING YOUR LEADERSHIP SKILLS EXERCISE 1-1 IDEAS
Getting to Know You by Name
This exercise is designed for practice at remembering names and calling people by name during class. However students may practice, using the skill tips, outside of class.

Self-Assessment 1-3
Names
This is used with Developing Your Leadership Skills Exercise 1-1.

Total Time (25–40 minutes)
Times will vary with class size. Select a time limit and allot times for each procedure. Below is a sample time schedule for a 30-minute period.

Recommended approximate time for a 30-minute period:

<table>
<thead>
<tr>
<th>Time</th>
<th>Procedure</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Procedure 1</td>
<td>7 minutes</td>
</tr>
<tr>
<td>8:07</td>
<td>Procedure 2</td>
<td>3 minutes</td>
</tr>
<tr>
<td>8:10</td>
<td>Procedure 3</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

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8:15 Procedure 4 12 minutes*
8:27 Apply It 3 minutes
8:30

*This is the most difficult part of the exercise to control the time. The amount of time is directly related to the size of the class and the number of questions they come up with.

**DEVELOPING YOUR LEADERSHIP SKILLS EXERCISE 1-2 IDEAS**

**Identifying Leadership Traits and Behaviors**

This exercise is designed for sharing of ideas about leadership traits and behaviors. You should decide if you want to stress the difference between traits and behaviors, as sometimes students may get the two confused.

*Total Time* (15–20 minutes)

Select the option and total time you want to spend on the exercise.