**CHAPTER 1**

**What Does It Mean to Be a Leader?**

**Chapter Outline**

Why We Need Leadership

The New Reality for Leaders

How Leadership Differs from Management

Evolving Theories of Leadership

Leadership Can Be Learned

Mastering the Art and Science of Leadership

Organization of This Book

***In the Lead***

Pope Francis, Roman Catholic Church

Google

***Leader’s Self-Insight***

Your Learning Style: Using Multiple Intelligences

Your Leadership Potential

Are You on a Fast Track to Nowhere?

***Leader’s Bookshelf***

My Life in Leadership: The Journey and Lessons Learned Along the Way

***Leadership at Work***

Leadership Right–Wrong

***Leadership Development: Cases for Analysis***

Sales Engineering Division

The Marshall Plan

**Summary and Interpretation**

This chapter introduces the concept of leadership and explains how individuals can grow as leaders. Leadership is defined as an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes. Thus, leadership involves people in a relationship, influence, change, a shared purpose, and taking personal responsibility to make things happen. Most of us are aware of famous leaders, but most leadership that changes the world starts small and may begin with personal frustrations about events that prompt people to initiate change and inspire others to follow them. Your leadership may be expressed in the classroom; at work; or in your neighborhood, religious community, or volunteer organizations.

Concepts of leadership have evolved over time. Major research approaches include Great Man theories, trait theories, behavior theories, contingency theories, influence theories, and relational theories. Elements of all these approaches are still applicable to the study of leadership.

The biggest challenge facing leaders today is the changing world that wants a new paradigm of leadership. The new reality involves the shift from stability to change, from control to empowerment, from competition to collaboration, from uniformity to diversity, and from a self-centered focus to a higher purpose. In addition, the concept of leader as hero is giving way to that of the humble leader who develops others and shares credit for accomplishments. These dramatic changes suggest that a philosophy based on control and personal ambition will probably fail in the new era. The challenge for leaders is to evolve to a new mindset that relies on human skills, integrity, and teamwork.

The “soft” skills of leadership complement the “hard” skills of management, and both are needed to effectively guide organizations. Although leadership is often equated with good management, leadership and management are different processes. Management strives to maintain stability and improve efficiency. Leadership, on the other hand, is about creating a vision for the future, designing social architecture that shapes culture and values, inspiring and motivating followers, developing personal qualities, and creating change within a culture of integrity. Leadership can be integrated with management to achieve the greatest possible outcomes. Organizations need to be both managed and led, particularly in today’s turbulent environment. Many managers already have the qualities needed to be effective leaders, but they may not have gone through the process needed to bring these qualities to life. Leadership is an intentional act. It is important to remember that most people are not born with natural leadership skills and qualities, but leadership can be learned and developed through study and experience.

Your Leadership Challenge

After studying this chapter, you should be able to:

* Understand the full meaning of leadership and see the leadership potential in yourself and others.
* Recognize and facilitate the six fundamental transformations in today’s organizations and leaders.
* Identify the primary reasons for leadership derailment and the new paradigm skills that can help you avoid it.
* Recognize the traditional functions of management and the fundamental differences between leadership and management.
* Appreciate the crucial importance of providing direction, alignment, relationships, personal qualities, and outcomes.
* Explain how leadership has evolved and how historical approaches apply to the practice of leadership today.

**Key Terms and Concepts**

**Leadership:** an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes.

**Paradigm:** a shared mindset that represents a fundamental way of thinking about, perceiving, and understanding the world.

**Management:** the attainment of organizational goals in an effective and efficient manner through planning, organizing, staffing, directing, and controlling organizational resources.

# Vision: a picture of an ambitious, desirable future for the organization or team.

**Agile leadership:** giving up control in the traditional sense and encouraging the growth and development of others to ensure organizational flexibility and responsiveness.

**Derailment:** a phenomenon in which a manager with an impressive track record reaches a certain level but goes off track and can’t advance because of a mismatch between job needs and personal skills and qualities.

**Introduction**

Abraham Lincoln was the U.S. president from 1861 to 1865, a turbulent time in American history that shaped the nation it is today. Discuss how Lincoln’s leadership skills enabled him to issue the Emancipation Proclamation and lead the nation through the Civil War.

### Annotated Lecture/Outline

**Leadership Challenge #1:** Understand the full meaning of leadership and see the leadership potential in yourself and others.

**1-1. Why We Need Leadership**

People think that they will recognize a good leader when they see one. Sometimes, though, charismatic people are perceived to be leaders, regardless of whether leadership skills back up the charisma. Today, people are beginning to expect more than a charismatic smile and a firm handshake from leaders.

**Discussion Starter:** Ask students to describe a charismatic leader they have known. How many of the charismatic leaders were in politics? Include class officers and similar positions that require votes from a group of people.

**1-1a. Defining Leadership**

**Leadership** is an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes. Exhibit 1.1 identifies the key components of leadership.

**Exhibit 1.1: What Leadership Involves**

Leadership includes six components:

* Influence
* Intention
* Personal responsibility and integrity
* Change
* Shared purpose
* Followers

**Teaching Tip:** Use Exhibit 1.1 to discuss the six components.

Leading and following are activities that require other people. Effective leaders and followers require similar skills so they can switch roles if needed to accomplish a goal.

**1-1b. Everyday Leadership**

Anyone can be a leader. To become a leader, you have to look for opportunities around you.

**Discussion Starter:** Ask students to suggest leadership opportunities they have encountered recently.

New Leader Action Memo: As a leader, you can recognize opportunities for leadership and act to influence others and bring about changes for a better future.

**Discussion Question #3:** *Of the elements in the leadership definition as illustrated in Exhibit 1.1, which is the easiest for you? Which is hardest? Explain.*

**Leadership Challenge #2:** Recognize and facilitate the six fundamental transformations in today’s organizations and leaders.

**1-2. The New Reality for Leaders**

Changes in the world and the technology we use to experience it have changed what we expect from our leaders. A **paradigm**is a shared mindset that represents a fundamental way of thinking about, perceiving, and understanding the world. Exhibit 1.2 identifies how our new paradigm affects our expectations of a good leader.

**Discussion Starter:** Ask students to identify new technology that has become popular in the past year and describe its effect on them.

**Exhibit 1.2: The New Reality for Leaders**

**Teaching Tip:** Use Exhibit 1.2 to discuss the old and new paradigm leader. Discussing the old and new characteristics in pairs will make them easier to understand and remember.

The rest of this section examines the differences between an old paradigm leader and a new paradigm leader shown in Exhibit 1.2.

**1-2a. From Stabilizer to Change Manager**

Today’s best leaders accept that change is inevitable. They have learned to adapt quickly to new situations. Adaptability is required for success.

**Discussion Question #2:** *What do you consider your own strengths and weaknesses for leadership? Discuss your answer with another student*.

**1-2b. From Controller to Facilitator**

In the past, things, such as land and machines, were the critical assets a company could own. Today, information is a company’s most important asset. This makes employees more important than the equipment they use. To go with the change from objects to information as assets, leaders no longer “control.” Instead, they “facilitate,” making a process, such as the use of information, easier.

**Teaching Tip:** Ask for examples of valuable information. Answers can include information about products purchased, financial resources, and personal data.

##### Discussion Question #5: *Describe the best leader you have known. How did this leader acquire his or her capability?*

**1-2c. From Competitor to Collaborator**

In the past, leaders competed with other leaders and groups. Today, leaders work *with*, not *against,* others.

**New Leader Action Memo:** *Go to Leader’s Self-Insight 1.1 to learn about your own “intelligence” for dealing with collaboration and with the other new realities facing organizations*.

**Discussion Question #4:** *How might the paradigm shift from competition to collaboration make the job of a leader more difficult? Could it also make the leader’s job easier? Discuss.*

**1-2d. From Diversity Avoider to Diversity Promoter**

Diversity in the workplace is a natural result of diversity in our world. Working with people who act and think differently than us can be challenging. A good leader seeks diversity so the group has a wide range of talents that can help the group meet its goals.

**1-2e. From Hero to Humble**

The shift from hero to humble is similar to the shift from controlling to collaborating. A hero controls others and takes credit for the group’s successes. A leader who collaborates works with the group and shares the credit.

**Consider This: Should Leaders Live by the Cowboy Code?**

Discuss how the Cowboy Code could be applied to leaders’ actions in today’s work environment.

**In the Lead: Pope Francis, Roman Catholic Church**

Ask students for examples of how Pope Francis demonstrates his humility and how his actions enhance his role as a leader.

New Leader Action Memo: As a leader, you can respond to the reality of change and crisis, the need for empowerment, collaboration, and diversity, and the importance of a higher purpose. You can channel your ambition toward achieving larger organizational goals rather than feeding your own ego.

**Discussion Question #1:** *Look through recent magazines and newspapers and identify one leader who seems to illustrate the “leader-as-hero” mindset and one who seems more typical of the humble Level 5 leader described in the text. Describe their differing characteristics. Which was easier to find?*

**Discussion Question #7:** *Discuss some recent events and societal changes that might have contributed to a shift “from hero to humble.” Do you agree or disagree that humility is important for good leadership?*

**Leadership Challenge #4:** Recognize the traditional functions of management and the fundamental differences between leadership and management.

## **1-3. How Leadership Differs from Management**

**Management**isthe attainment of organizational goals in an effective and efficient manner through planning, organizing, staffing, directing, and controlling organizational resources. Exhibit 1.3 compares management to leadership in five areas—providing direction, aligning followers, building relationships, developing personal qualities, and creating leader outcomes.

**New Leader Action Memo:** *You can evaluate your own leadership potential by completing the quiz in Leader’s Self-Insight 1.2*.

**Exhibit 1.3: Comparing Management and Leadership**

**Teaching Tip:** Use Exhibit 1.3 to guide students through this section and reinforce differences between managing and leading. Remind students that people are complex. An individual can be a leader, a manager, and a follower.

**Leadership Challenge #5:** Appreciate the crucial importance of providing direction, alignment, relationships, personal qualities, and outcomes.

**1-3a. Providing Direction**

Management focuses on managing schedules and resources. Leadership focuses on a vision of the future. A **vision** is a picture of an ambitious, desirable future for the organization or team.

**1-3b. Aligning Followers**

Managers tell others what to do. Leaders inspire others to take action.

**1-3c. Building Relationships**

People follow and report to managers based on the manager’s job in the organization. People follow leaders based on the leader’s influence.

**1-3d. Developing Personal Leadership Qualities**

Leaders must know who they are, know what they stand for, and have the courage to act. Leadership skills can be learned.

New Leader Action Memo: As a leader, you can awaken your leadership qualities of enthusiasm, integrity, courage, and moral commitment. You can make emotional connections with followers to increase your leadership effectiveness.

**1-3e. Creating Outcomes**

Managers maintain stability. Leaders create change. The differences between management and leadership create two different outcomes.

**Discussion Question #6:** *Why do you think there are so few people who succeed at both management and leadership? Is it reasonable to believe someone can be good at both? Discuss.*

**Leadership Challenge #6:** Explain how leadership has evolved and how historical approaches apply to the practice of leadership today.

**1-4. Evolving Theories of Leadership**

Our understanding of leadership has changed over time because our understanding of the world has changed.

**Discussion Starter:** Ask students how changes in the world spread quickly. Answers can include social media, television, and movies. Social media provides almost immediate reactions from many people. Often, social media determines official reactions from organizations and government representatives. How does this affect a leader’s actions?

**1-4a. Historical Overview of Major Approaches**

Leadership theories include six basic approaches:

* Great man theories
* Trait theories
* Behavior theories
* Contingency theories
* Influence theories
* Relational theories

**1-4b. A Model of Leadership Evolution**

Exhibit 1.4 provides a framework for examining the evolution of leadership over time.

**Exhibit 1.4: Leadership Evolution**

Evolution is divided into four eras. Each era reflects the stability of the world, the business environment, and the role of leaders at the time.

**Teaching Tip:** Use Exhibit 1.4 to connect the major leadership theories to the eras. It may be easier for students to understand the eras by linking the passing of time to the technology used for communication during each era. For example, written letters gave way to telephones, which gave way to e-mail, which is giving way to social media. Each advance comes faster and leads to changes in what we expect from the world and our leaders.

New Leader Action Memo: As a leader, you can use the leadership skills that fit the correct era for your organization. You can use influence and relational aspects as appropriate for your organization.

We are currently in Era 4, which represents agile leadership. A**gile leadership** is giving up control in the traditional sense and encouraging the growth and development of others to ensure organizational flexibility and responsiveness.

**Discussion Question #8:** *“Leadership is more concerned with people than is management.” Do you agree? Discuss.*

**Leadership Challenge #3:** Identify the primary reasons for leadership derailment and the new paradigm skills that can help you avoid it.

# 1-5. Leadership Can Be Learned

Many organizations and their leaders have not made changes to succeed in today’s world. Organizations can evolve and leaders can learn new skills to succeed.

**New Leader Action Memo:** *Leader’s Self-Insight 1.3 gives you a chance to test your people skills and see if there are areas you need to work on*.

**1-5a. Leader Fatal Flaws**

**Derailment** is a phenomenon in which a manager with an impressive track record reaches a certain level but goes off track and can’t advance because of a mismatch between job needs and personal skills and qualities. Exhibit 1.5 identifies five flaws that can cause derailment for leaders.

**Exhibit 1.5: Five Fatal Flaws That Cause Derailment**

**Teaching Tip:** Use Exhibit 1.5 to discuss flaws in leaders. Although the flaws are numbered, the numbers don’t indicate severity of the flaws.

The causes of derailment shown in Exhibit 1.5 are related to skills in dealing with other people, not technical skills dealing with the product or service the organization sells.

**1-5b. Leader Good Behaviors**

Interest in other people and the ability to communicate effectively can inspire others to perform well. Soft skills are emphasized more than technical skills.

**In the Lead: Google**

Good leaders make employees happier with their jobs and inspire them to perform better. Discuss the rules for a good leader’s behavior at Google. Ask students how many of these rules are followed by leaders they have worked with in the past.

**New Leader Action Memo:** *As a leader, you can cultivate your people skills to avoid executive derailment. You can treat others with kindness, interest, and respect and avoid overmanaging by selecting good followers and delegating effectively.*

**Discussion Question #9:** *What personal capacities should a person develop to be a good leader versus those developed to be a good manager?*

# 1-6. Mastering the Art and Science of Leadership

The science of good leadership can be learned from a textbook. The art of good leadership requires experience.Exhibit 1.6 describes how you can learn to be a good leader. It includes both learning and practicing skills.

**Exhibit 1.6**: Learning to Be a Leader

**Teaching Tip:** Use Exhibit 1.6 to discuss ways of learning to be a leader. Internships are common ways for college students to gain work experience. Ask students if internships can develop leadership skills.

**Discussion Question #10:** *Why is leadership considered both an art and a science?*

**1-7. Organization of This Book**

Part 1: Introduction to Leadership

Part 2: Research Perspectives on Leadership

Part 3: The Personal Side of Leadership

Part 4: The Leader as Relationship Builder

Part 5: The Leader as Social Architect

Exhibit 1.7 illustrates the book’s organization. The chapters within each section are also listed in the framework.

**Exhibit 1.7: Framework for the Book**

**Discussion Questions**

1. *Look through recent magazines and newspapers and identify one leader who seems to illustrate the “leader-as-hero” mindset and one who seems more typical of the humble Level 5 leader described in the text. Describe their differing characteristics. Which was easier to find?*

Students’ answers will vary. An example of a “leader-as-hero” mindset is Jeff Bezos, the   
e-commerce pioneer who started Amazon.com to sell books and expanded into just about everything else. Bezos is one of the founding fathers of e-commerce and part of a select group of entrepreneurs in that field who managed to survive the dot-com bubble without losing control of their companies. Today, his business, Amazon.com, is an Internet goliath that sells everything from books to laptops to gift baskets. Bezos graduated from science experiments in his parents’ garage, to a computer science degree at [Princeton](http://www.inc.com/topic/Princeton), to a successful [Wall Street](http://www.inc.com/topic/Wall+Street) career. But Bezos wouldn’t be a household name if, in 1994, he hadn’t noticed the Internet’s potential for commerce and abandoned a well-paying job at the investment firm D. E. Shaw, to return to the garage and launch [Amazon](http://www.inc.com/topic/Amazon.com+Inc.). Bezos shows confidence in himself and a passion for innovation. He never backed down in his belief in Amazon.com despite competition and lack of profitability.

An example of the humble Level 5 leader is Captain Chesley B. “Sully” Sullenberger who made news in January 2009 by successfully landing U.S. Airways flight 1549 on the Hudson River. He was called a hero for his leadership of the flight crew that saved the lives of 155 passengers and crew. But the 58-year-old Sullenberger had been quietly acting as a leader in anonymity for most of his adult life, first as an Air Force fighter pilot, where he attained the rank of captain, and later as a commercial pilot, flight instructor, safety consultant, volunteer committee officer, and accident investigator. His first public comment after the accident? “I know I can speak for the entire crew when I tell you we were simply doing the job we were trained to do.” Sully gives credit to others and exhibits the characteristic of humility.

1. *What do you consider your own strengths and weaknesses for leadership? Discuss your answer with another student.*

Students’ answers will vary. Leadership is an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes. Students’ answers should be based on the following elements of leadership—influence, intention, personal responsibility and integrity, change, shared purpose, and followers.

1. *Of the elements in the leadership definition as illustrated in Exhibit 1.1, which is the easiest for you? Which is hardest? Explain.*

Students’ answers will vary. The elements in the leadership definition as illustrated in Exhibit 1.1 are influence, intention, personal responsibility and integrity, change, shared purpose, and followers.

1. *How might the paradigm shift from competition to collaboration make the job of a leader more difficult? Could it also make the leader’s job easier? Discuss.*

Students’ answers will vary. Collaboration presents greater leadership challenges than did the old concept of competition. It is often more difficult to create an environment of teamwork and community that fosters collaboration and mutual support. Yet the call for empowerment, combined with an understanding of organizations as fluid, dynamic, interactive systems, makes the use of intimidation and manipulation obsolete as a means of motivating people toward goals.

Collaboration with other organizations could also make the leader’s job easier because companies think of themselves as teams that create value jointly rather than as autonomous entities in competition with all others.

1. *Describe the best leader you have known. How did this leader acquire his or her capability?*

Students’ answers will vary and may include local leaders. An example is Ingrid Zeeck. As president of the Midland‑Odessa Symphony & Chorale, Ingrid Zeeck had a vision for the organization and the ability to inspire other volunteers to carry out the vision. She selected good volunteers who had the appropriate skills for each committee and worked with the volunteers using a team approach. She always listened to their ideas and incorporated them into the project. She made both volunteers and staff members feel important and always recognized their efforts.

1. *Why do you think there are so few people who succeed at both management and leadership? Is it reasonable to believe someone can be good at both? Discuss.*

Students’ answers will vary. Management and leadership are both important, but it is often difficult for CEOs to focus on both dimensions of their job. Traditional management is needed to meet current obligations to customers, stockholders, employees, and others. The problem is that too many people manage, too few lead, and fewer still integrate the skills and qualities needed for meeting both leadership and management challenges.

Organizations need leaders to visualize the future, motivate and inspire employees, and adapt to changing needs. Jack Welch, the chairman and CEO of General Electric between 1981 and 2001, is an example of a business executive who combines good management and effective leadership. He understands and practices good management such as cost control but is a master leader, actively promoting change and communicating a vision.

1. *Discuss some recent events and societal changes that might have contributed to a shift “from hero to humble.” Do you agree or disagree that humility is important for good leadership?*

Students’ answers will vary. The events of September 11, 2001, showed the world how the firefighters of New York were humble leaders, dedicated to the greater good rather than personal advancement. They ran into the twin towers to save others. Humility is important for good leadership because it places the focus on getting the job done rather than self-aggrandizement.

1. “*Leadership is more concerned with people than is management.” Do you agree? Discuss.*

Students’ answers will vary. Some of them may say that human skills are increasingly important for leaders in today’s economy. Leadership means being emotionally connected to others. Where there is leadership, people become part of a community and feel that they are contributing to something worthwhile. Unfortunately, attempts to achieve collaboration, empowerment, and diversity may fail because leaders and employees have beliefs and thought processes stuck in the old paradigm that values control, stability, and homogeneity—rather than people.

1. *What personal capacities should a person develop to be a good leader versus those developed to be a good manager?*

Students’ answers will vary. Some of them may say that one of the most important aspects of the new paradigm of leadership is the ability to use human skills to build a culture of performance, trust, and integrity. Successful executives need to have good people skills; the best leaders are deeply interested in others.

1. *Why is leadership considered both an art and a science?*

Leadership is an art because many leadership skills and qualities cannot be learned from a textbook. Leadership takes practice and hands-on experience. Learning about leadership research helps people analyze situations from a variety of perspectives and learn how to be effective as leaders.

Leadership is a science because a growing body of knowledge and objective facts describe the leadership process and how to use leadership skills to attain organizational goals.

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# Teaching Tools and Exercises

1. **Leader’s Bookshelf:** *My Life in Leadership: The Journey and Lessons Learned Along the Way*

In *Learning to Lead*, Frances Hesselbein describes how she learned to lead. She identifies three key lessons she learned:

* Have a clear mission that everyone can support.
* Be inclusive.
* Make learning a top priority.

1. **Read and Discuss:** Duff McDonald, “Can You Learn to Lead?” *The New York Times* (April 7, 2015). http://bi.galegroup.com/essentials/article/GALE%7CA409316065/59b71c20b5e9e696f2a4d5f5f081ff78?u=tlearn\_trl
2. **Debate the Following:** Management is an art and a science.

Divide the class into two teams.

* Team I: Management is an art.
* Team II: Management is a science.

Allow 25 minutes for this exercise.

1. Go to the website for The John Ben Shepperd Public Leadership Institute at The University of Texas Permian Basin (<http://shepperdinstitute.com>) and select Mission and Vision from the About Us menu. What is the purpose of the institute?
2. **Leadership at Work:** *Leadership Right–Wrong*

Leadership at Work activities are end-of-chapter text exercises that are also included in MindTap as gradable assignments.

Students’ answers will vary. “Wrong for you” examples could include assigning an untrained assistant to help meet a deadline or providing expensive tools that you don’t know how to use. “Right for you” examples could include one-on-one training, an extended deadline, or increased rewards.

**In Class:** An interesting way to use this exercise in class is to have students write (five words maximum) their leader “rights” on one board and their leader “wrongs” on another board. The instructor can ask small groups to identify underlying themes in the collective set of leader data points on the boards to specify what makes an effective leader. After students establish four or five key themes, they can be challenged to identify the one key theme that distinguishes leaders who are effective from those who are not.

**Leadership Development: Cases for Analysis**

**Sales Engineering Division**

***Synopsis***

When DGL International, a manufacturer of refinery equipment, brought in John Terrill to manage its Sales Engineering division, company executives informed him of the urgent situation. Sales Engineering had the highest-paid, best-educated, and least-productive division in the company. Terrill’s task was to turn it around! Terrill showed concern for the personal welfare of the engineers. Terrill envisioned a future in which engineers were free to work with customers and join self-directed teams for product improvement. Terrill collected the engineers’ reports for a month and showed the stacks of reports that no one ever used to the president. He explained that the lack of productivity was a result of excessive paperwork and reporting.

***Questions***

1. *Does John Terrill’s leadership style fit the definition of leadership in Exhibit 1.1? Is it part of a leader’s job to manage upward? Explain.*

Yes, John Terrill’s leadership style fits the definition of leadership in Exhibit 1.1. Terrill is trying to influence top managers by showing them that the reports are a waste of time. By allying himself with the engineers and bringing about a change in reporting procedures, Terrill is building a better relationship with them and establishing trust. Together, Terrill and the engineers can focus on the shared purpose of increasing the productivity of the Sales Engineering division. He is using empowerment to turn the division around. Yes, a leader must be able to manage his boss efficiently. An employee and his boss are mutually dependent on one another. Knowing how to consciously work with his boss is a valuable skill that helps in obtaining the best possible results for the employee, his boss, and the organization as a whole.

1. *With respect to Exhibit 1.4, in what leadership era is Terrill? In what era is headquarters? Explain.*

Terrill is in Era 3 of leadership because he wishes to empower the employees in order to improve performance and get more motivation and commitment from employees. He is open to change because he listens to the engineers and respects their desire to work with customers. Headquarters is in Era 2 of leadership because the triplicate reports for top management represent a control mechanism to assure stability and uniformity. This era sees the rise of the “rational manager” who directs and controls others using an impersonal approach.

1. *What approach would you have taken in this situation?* *What do you think the response of the senior executives will be to Terrill’s action?*

Students’ answers will vary. Some of them may say that a less confrontational approach with the president would have been more appropriate and helped Terrill build a good relationship with both the engineers and top management. Human skills are increasingly important for leaders in today’s economy. In Era 3 of leadership, leaders put people first and build relationships with all members of the organization. Due to Terrill’s act, the senior executives of the company will be in a position to better understand the real issue with regard to the poor production of the Sales Engineering division and might take corrective steps immediately. They might support Terrill’s suggestions of making one brief monthly technical report to improve the production of the Sales Engineering division.

**The Marshall Plan**

***Synopsis***

Marshall Gordon, who works for a large chair manufacturing corporation, has unique insight and design skills that enable him to design the best chairs on the market. However, his coworkers do not enjoy working with him. In fact, they will often leave the company to avoid him. Now, two top designers have demanded that management do something about Marshall or they will resign.

***Questions***

1. *If you were a top leader, how would you respond to the ultimatum? Be specific. Explain why.*

Students’ answers will vary. Some may say that as a part of the top management, they would sit the team together with Marshall and openly discuss the issues that led to the ultimatum. Today’s best leaders, rather than being laid low, develop effective crisis management skills that help their organizations weather the storm and move toward something better.

1. *What is Marshall missing with respect to his leadership abilities? How do you explain his poor leadership behavior?*

Students’ answers will vary. Some may say that Marshall lacks the ability to build relationships with his team members. Good leadership springs from a genuine caring for the work and a genuine concern for other people, which Marshall lacks. The process of management generally encourages emotional distance, but leadership means being emotionally connected to others.

1. *If you were Marshall’s manager, how might you increase Marshall’s awareness of the negative impact he is having on his team? How would you guide him toward better team leadership, sharing his knowledge with others, and mentoring his team members?*

Students’ answers will vary. Some may say that they might decide to have a one-on-one discussion with Marshall about the negative impact he is having on his team. They might also decide to talk to Marshall about the new paradigm of leadership that is required in this changing world. The new reality involves the shift from stability to change, from control to empowerment, from competition to collaboration, from uniformity to diversity, and from a self-centered focus to a higher purpose. In addition, the concept of leader as hero is giving way to that of the humble leader who develops others and shares credit for accomplish-ments.

**Case Assessment Activities**

As an additional resource, Case Assessment Activities are provided in downloadable Word files on the text companion website and as graded assignments in MindTap. These activities include short cases and scenario-based multiple choice questions that assess students’ comprehension of chapter concepts. The following open-ended questions accompany these graded assignments and can be used as discussion starters or for additional subjective assessment.

**Questions**

1. What leadership skills has Julie Cobb demonstrated in her current position? Discuss.
2. Would you promote someone during a difficult time into a key leadership position who is considered a “people pleaser”? Why or why not?
3. Leo Durocher, baseball manager from 1939 to 1972, once said, “Nice guys finish last.” Is it likely that a leader like Cobb, who demonstrates kindness and concern for employees, will make hard decisions and achieve both high morale and top performance simultaneously? Explain.