

# **Instructor's Manual**

## ***The Art and Science of Leadership* Seventh Edition**

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## INTRODUCTION

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The topic of leadership is challenging and stimulating for students and faculty. Whether the course is offered as part of an undergraduate curriculum, as a graduate business elective, in an educational leadership program, or in a public administration program, it is always popular. The newfound interest in the topic, which has led to the publication of many widely available popular books, is further bringing students back to leadership classrooms. It is easy for them to get frustrated and disappointed, however. Leadership may appear easy to define and interesting to write about, but it is difficult to teach. It is a field that contains many well-developed theories, is replete with empirical challenges, and continues to be highly divided.

The goal of the “Art and Science of Leadership” is to move beyond the differences and the divisions and to provide students with a theory- and research-based, integrative, hands-on, and practical view of leadership. The seventh edition of the book builds on the strengths of the first six editions and introduces some new emphasis and many updated theories, examples, and cases. The many debates and controversies within the field of leadership are presented in this edition as they were in the previous ones. As in previous editions, I continue to emphasize integration of the concepts and distilling useful and practical concepts from each theory while taking a cross-cultural perspective. The guiding philosophy and assumptions remain the same. These include:

- *Leadership is about others.* Leaders exist to help others achieve their goals.
- *Leadership is a complex process* that cannot be explained by one word, one concept, or through a simple definition or action.
- *We all can learn to become better leaders.* For some of us, the learning is easier in certain areas than in others, but with practice and support from our organizations, we all can improve our leadership skills.
- *A cross-cultural perspective is essential to understanding leadership.* Leadership is not a culture-free process.
- *Theories are useful tools.* Although they sometimes appear esoteric, complicated, and even contradictory, theories are useful tools that help clarify the complex process of leadership.
- *Application and practice are essential to learning.* You cannot learn to lead from a book or in a classroom alone. To learn to lead, you have to practice.

As is the case with every edition, extensive research has gone into this edition. I also had the opportunity to teach several large undergraduate leadership classes for the past couple of years and my students’ feedback has shaped many of the revisions that you will see in this edition. Although the overall structure remains the same, the outline in many chapters has been changed, and several new features have been added to ensure that students can learn more easily and apply what they learn more readily. Specific changes include:

- Close to two hundred new references have been added throughout the chapters, almost all dating from 2010 forward.
- Close to 150 references were removed either because newer, more current research was available, the examples no longer fit, or leaders had left or retired.
- Updated and revised learning outcomes for each chapter.
- Two new pedagogical features in all the chapters:
  - Each chapter starts with a “*The Leadership Question*” that focuses the student on the theoretical or practical issues covered in the chapter. The question is specifically addressed at some point in the chapter in “*Leadership Question Revisited*” segment.
  - Each chapter includes a “*What Do You Do?*” feature that presents a brief action-oriented scenario to help students connect the material with hands-on applications.

In addition to general updates of research and examples in all the chapters, six of the ten chapters have been substantially revised. Changes include:

- In Chapter 2:
  - A substantial revision of the presentation of the GLOBE research
  - Substantial revision and of the material on gender and diversity
  - New exercise added—*World Map*

- *Cultural Mindset* self-assessment revised
- In Chapter 4:
  - New material and new self-assessment on proactive personality
  - New material on the Dark Triad replaces separate coverage of Machiavellianism and Narcissism
  - Extensive revision on the section on leaders who fail
  - New case about Zhang Xi of Soho-China
- In Chapter 6:
  - Chapter is retitled to address the new era in leadership research
  - Extensively revised presentation of value-based leadership including servant, authentic, and positive leadership
  - New “*Applying What You Learn: Balancing a Positive Approach with Realism*”
  - Revised self-assessment on authentic leadership
  - Extensive revision of the Avon-Andrea Jung case to reflect her leaving the company
- In Chapter 7:
  - New “*Leading Change: Public Allies*”
  - Extensive revision of the *Leadership in Action* case to reflect changes in leadership at P&G
- In Chapter 8:
  - New *Leading Change: Google*”
  - New material on helping teams become effective
- In Chapter 9:
  - Structure of the chapter has been revised
  - New *Leading Change: Ford’s Alan Mulally*”
  - New exercise—*The 6 hats*
  - Extensively revised *Leadership in Action* that reflects company’s change in policy

Regardless of the level at which leadership is taught, it is generally taught as an elective. Therefore, the content of the course remains very much up to the instructor. Most faculty who teach a leadership course have some degree of expertise in the topic. They are likely to have their own favorite materials and lectures. I developed the contents of this handbook based on those assumptions. In addition to the multiple choice and true/false questions that are provided for this edition, you will find potential assignments throughout the handbook. I also provide a summary and detailed outline of every chapter for quick review.

I focused on providing the instructor with directions and ideas for the exercises and other activities presented in the text. I have tested all of the exercises at the end of the chapters in my classes over the past 30 years. Many are appropriate for all students; some work better with students with more work experience. In spite of some differences, however, they are all accessible and relatively easy to use. The clear majority are designed to be used as a brief supplement to a topic during a class period; a few are lengthy enough to take up a whole class. I provide two brief course outlines along with a table of activities to help instructors design their courses and decide which activities are appropriate for their class.

## SAMPLE COURSE OUTLINES

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### Sample course outline for 15 weeks with one-150 minute period a week

<u>Week</u>	<u>Topic</u>	<u>Reading and other assignments</u>	<u>Class activities</u>
1.	Introduction: Definitions and significance of leadership	Chapter 1	Exercise 1.1: More than meets the eye Exercise 1.2: What is leadership? Exercise 1.3: Images of leadership Exercise 1.4: Understanding the leadership context Case analysis: David Neeleman
2.	The global context: National culture	Chapter 2 Self-assessment 2.1: What is your primary cultural background? Self-assessment 2.2: Do you have a cultural mindset?	Exercise 2.1: World map Exercise 2.2: Proverbs Exercise 2.3: Narian bridges Case analysis: Leadership based on ancient principles
3.	The cultural context: Gender and diversity	Chapter 2 Self-assessment 2.3: Exploring views of women	Exercise 2.4: Leadership and gender Exercise 2.5: Is this sexual harassment?

4.	Foundations of modern leadership I	Chapter 3 Self-assessment 3.1: Determining your LPC Self-assessment 3.2: Assessing a leadership situation	Exercise 3.1: The toy factory Exercise 3.2: Using the normative decision model
5.	Foundations of modern Leadership II	Self-assessment 3.3: Identifying your in-group and out-group	Case analysis: The caring dictator
6.	Individual differences and traits	Chapter 4 Self-assessments 4.1 to 4.6	Exercise 4.1: Your ideal organization Case analysis: Zhang Xin
7.	Power	Chapter 5 Self-assessment 5.1: Understanding your sources of power and influence Self-assessment 5.2: Views of power Self-assessment 5.3: Recognizing blocks to empowerment	Exercise 5.1: Words of wisdom Exercise 5.2: Who holds power Case analysis: the last CEO of Lehman Brothers
8.	Midterm exam		
9.	Current approaches: Charismatic leadership	Chapter 6	Exercise 6.1: Do you know a charismatic leader Exercise 6.2: Charismatic speech Exercise 6.3: Analyzing a charismatic speech
10.	Contemporary concepts Transformational leadership and value-based approaches	Chapter 6 Self-assessment 6.1: Authentic leadership Self-assessment 6.2: Positive leadership	Case analysis: The rise and fall of Andrea Jung
11.	Upper-echelon and nonprofit leadership	Chapter 7 Self-assessment 7.1: Strategic leadership type	Exercise 7.1: Understanding strategic forces Exercise 7.2: Your organization Exercise 7.3: The influence process Case analysis: Leadership musical chairs at P&G
12.	Leading teams	Chapter 8 Self-assessment 8.1: Delegation Self-assessment 8.2: Are you a team leader?	Exercise 8.1: To delegate or not to delegate Exercise 8.2: Strategies for becoming a self-leader Case analysis: John Mackey
13.	Leading change	Chapter 9 Self-assessment 9.1: Building credibility Self-assessment 9.2: Creativity	Exercise 9.1: Analyzing and planning for change Exercise 9.2: Creativity and parallel thinking Case analysis: Best Buy's

14. Developing leaders

Chapter 10  
Exercise  
Identifying  
mentoring needs  
Self-assessment  
My personal mission  
statement

almost transformation  
Case analysis: Developing leaders  
at Southwest Airlines

15. Final examination



**Sample course outline for 15 week with two 75 -minute periods a week**

<u>Session</u>	<u>Topics</u>	<u>Readings</u>	<u>Class activities</u>
1.	Introduction: Definitions		Exercise 1.1: More than meets the eye Exercise 1.2: What is leadership?
2.	Significance of leaders	Chapter 1	Exercise 1.3: Images of leadership Exercise 1.4: Understanding the leadership context
3.	Obstacles to leadership	Chapter 1	Case analysis: David Neeleman
4.	Leadership and management The global context: National culture	Chapter 2 Self-assessment 2.1: What is your primary cultural background?	Exercise 2.1: World map Exercise 2.2: Proverbs
5.	The global context: National culture	Chapter 2 Self-assessment 2.2: Do you have a cultural mindset?	Exercise 2.3: Narian bridges
6.	The cultural context: Gender and diversity	Chapter 2 Self assessment 2.3: Exploring views of women	Exercise 2.4: Leadership and gender Exercise 2.5: Is this sexual harassment?
7.	The global and cultural contexts	Chapter 2	Case analysis: Leadership based on ancient principles
8.	History and foundations	Chapter 3	Exercise 3.1: The toy factory
9.	Theoretical foundations: Fiedler and Normative decision model	Chapter 3 Self assessment 3.2: Assessing a leadership situation Self assessment 3.1: Determining your LPC	Exercise 3.2: Using the normative decision model
10.	Theoretical foundations: Path-goal, substitutes, attribution, and Leader-member exchange	Chapter 3 Self assessment 3.3: Identifying your in-group and out-group	
11.	Theoretical foundations: Comparison of the models and their contribution	Chapter 3	Case analysis: The caring dictator
12.	Individual differences: demographic factors, values, abilities, and skills	Chapter 4 Self-assessments 4.1 and 4.2	Exercise 4.1: Your ideal organization
13.	Individual differences: Big Five, proactivity, type A, and self-monitoring	Chapter 4 Self-assessments 4.3 to 4.5	Case analysis: Zhang Xin
14.	Individual differences: The Dark Triad and destructive leadership	Chapter 4 Self-assessment 4.6	
15.	Understanding power	Chapter 5 Self-assessment Understanding your sources of power and	Exercise 5.1: Words of wisdom Exercise 5.2: Who holds power

		influence		
		Self-assessment	5.2:	
		Views of powers		
16.	Changing faces of power	Chapter 5		Case analysis: The last CEO of Lehman Brothers
		Self-assessment	5.3:	
		Recognizing blocks to empowerment		
17.	Midterm examination			
18.	Current approaches: Charismatic leadership	Chapter 6		Exercise 6.1: Do you know a charismatic leader? Exercise 6.2: Charismatic speech Exercise 6.3: Analyzing charismatic speech
19.	Current approaches: Transactional and transformational leadership	Chapter 6		Case analysis: The rise and fall of Andrea Jung
20.	Current approaches: Value-based leadership	Chapter 6		
		Self-assessment	6.1:	
		Authentic leadership		
		Self-assessment	6.2:	
		Positive leadership		
21.	Upper-echelon leadership	Chapter 7		Exercise 7.1: Understanding strategic forces Exercise 7.2: Your organization type
		Self-assessment	9.1:	
		Strategic leadership type		
22.	Upper-echelon and nonprofit leadership	Chapter 7		Exercise 7.3: The influence process Case analysis: Leadership musical chairs at P&G
23.	Participative leadership	Chapter 8		Exercise 8.1: To delegate or not to delegate?
		Self-assessment	8.1:	
		Delegation		
24.	Teams and superleadership	Chapter 8		Exercise 8.2: Strategies for becoming a superleader Case analysis: John Mackey of Whole Foods
		Self-assessment	8.2:	
		Are you a team leader?		
25.	Leading change: Models of change	Chapter 9		Exercise 9.1: Analyzing and planning for change
26.	Leading change: Managing change	Chapter 9		Exercise 9.2: Creativity and parallel thinking
		Self-assessment	9.2:	
		Creativity		
27.	Leading change: Visionary leadership	Self-assessment	9.1:	Case analysis: Best Buy's almost transformation
		Building credibility		
28.	Developing leaders	Chapter 10		
		Exercise	10.1:	
		Identifying your mentoring needs		
29.	Developing leaders	Chapter 10		Case analysis: Developing leaders at Southwest Airlines
		Self-assessment	10.1:	
		My personal mission statement		
30.		Final examination		

## SUMMARY OF EXERCISES AND SUGGESTED ASSIGNMENTS

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The following table presents a summary of all the self-assessments and exercises at the end of each chapter in the text. The table indicates 1) whether the activities require individual or group work, in some cases both, 2) whether they can be done in class or require work at home, 3) the approximate time needed to complete the activity, 4) the complexity level, and 5) whether the activity can be used as a course assignment.

### Individual or group

The rating of individual (I) or group (G) indicates whether students have to work on this activity by themselves or in groups. In many cases both are required, as students have to complete an individual section before moving to group activities (e.g., Exercise 5.3 “Recognizing blocks to empowerment”). Some activities require no prior individual work or are too complex for individual students to complete alone. Others, such as the self-assessments, require only individual work.

### In class or at home

Some of the activities can be assigned as homework for students to complete outside of class. These are marked “H.” Others require work in class either individually or in groups; they are indicated by “C.”

### Time needed

The time estimates provided are approximate minimum time required to complete an activity. Ten minutes is used as the base minimum, although many of the self-assessments are likely to take the students less than 10 minutes to complete. The majority of exercises requires around 30 minutes. The time needed often varies depending on class size.

### Complexity level

A rating of 1, 2, and 3 is used to evaluate the complexity level of each activity.

- 1 = Low complexity  
This rating indicates simple exercises that do not require a high level of skill or major time commitment. For example, the first two activities (Exercise 1.1 and 1.2) are both rated as a “1.” They are both appropriate for getting the faculty and the student used to experiential exercises. Most of the self-assessments, which the students will be doing on their own, are also rated as low complexity.
- 2 = Moderate complexity  
This rating indicates that the activity requires some skills and generally a time commitment of 30 minutes or longer. For example, Exercise 2.3 “Leadership and gender,” and 5.2 “Who holds power in your organization?” are rated as a “2” because they require students to integrate information from the chapters in order to complete the exercise.
- 3 = High complexity  
A rating of 3 indicates that the activity is complex and time consuming. Activities rated as a “3” either require complex role plays (e.g., Exercise 2.2 “Narian bridges”) or complex integration and application of course concepts (e.g., Exercise 3.2, “Using the normative decision model,” and 6.2 “Charismatic speech”).








### Course assignment










This symbol in the table and in the Leader’s Handbook indicates that the activity is well suited for use as a course assignment, graded or otherwise. The assignments are described throughout the handbook.

### Activities and Assignments








Activity and page number	Individual (I) or Group (G)	Home (H) or in class (C)	Time needed	Complexity level	Appropriate for course assignment
<b>Chapter 1: Definition and significance of leadership</b>					
What do you do?	I and G	H or C	10 minutes	1	
Leadership challenge: Moving to leadership	I and G	H or C	15 minutes	1	
Exercise 1.1: More than meets the eye: characteristics of leaders	I or G	H or C	20 minutes	1	
Exercise 1.2: What is leadership?	I and G	C	25 minutes	1	
Exercise 1.3: Images of leadership	G	C	25 minutes	1	
Exercise 1.4: Understanding the leadership context	I and G	H or C	25 minutes	3	
Leadership in action: David Neeleman reinvents airlines	I or G	H or C	25 minutes	3	
<b>Chapter 2: The global and cultural contexts</b>					
What do you do?	I and G	H or C	10 minutes	1	
What do you do?	I and G	H or C	10 minutes	1	
Leadership challenge: Juggling cultures	I and G	H or C	15 minutes	1	
Exercise 2.1: World map	I and G	C	10 minutes	1	
Exercise 2.2: Proverbs as a window to leadership	I and G	H or C	20 minutes	1	
Exercise 2.3: Narian bridges	G	C	60 minutes	3	
Exercise 2.5: Is this sexual harassment?	G	C	30 minutes	2	
Self-assessment 2.1: What is your primary cultural background?	I	H	20 minutes	2	
<b>Activity and page number</b>					
<b>Individual (I) or Group (G)</b>					
<b>Home (H) or in class (C)</b>					
<b>Time needed</b>					
<b>Complexity level</b>					
<b>Appropriate for course assignment</b>					
Self-assessment 2.2: Do you have a cultural mindset?	I	H	5 minutes	1	
Self-assessment 2.3: Exploring view of women	I	H	15 minutes	2	
Leadership in action: Leadership based on ancient principles	I or G	H or C	25 minutes	3	
<b>Chapter 3: The foundations of modern leadership</b>					
What do you do?	I and G	H or C	10 minutes	1	




Leadership challenge: the in-group applicant	I and G	H or C	15 minutes	1	
Exercise 3.1: The toy factory	G	C	75 minutes	3	
Exercise 3.2: Using the normative decision model	I and G	H and C	45 minutes	3	
Self-assessment 3.1: LPC	I	H	10 minutes	2	
Self-assessment 3.2: Assessing a leadership situation	I	H or C	20 minutes	2	
Self assessment 3.3: Identifying your in-group and out-group	I	H	15 minutes	2	
Leadership in action: The caring dictator	I or G	H or C	25 minutes	3	
<b>Chapter 4: Individual differences and traits</b>					
What do you do?	I and G	H or C	10 minutes	1	
Leadership challenge: Using psychological testing	I and G	H or C	15 minutes	1	
Exercise 4.1: Your ideal organization	I and G	C	30 minutes	2	





Activity and page number	Individual (I) or Group (G)	Home (H) or in class (C)	Time needed	Complexity level	Appropriate for course assignment
Self-assessment 4.1: Value systems	I	H	5 minutes	1	
Self-assessment 4.2: Emotional intelligence	I	H	10 minutes	1	
Self-assessment 4.3: Proactivity	I	H	5 minutes	1	
Self-assessment 4.4: Type A	I	H	5 minutes	1	





Self assessment 4.5: Self monitoring	I	H	5 minutes	1	
Self-assessment 4.6: Narcissism	I	H	5 minutes	1	
Leadership in action: Zhang Xin: The humble Chinese billionaire	I or G	H or C	25 minutes	3	


**Chapter 5: Power and leadership**



What do you do?	I and G	H or C	10 minutes	1	
Leadership challenge: How much is enough?	I and G	H or C	15 minutes	1	
Exercise 5.1: Words of Wisdom	I and G	C	20 minutes	1	
Exercise 5.2: Who holds power in your team/organization?	I	H	15 minutes	2	
Self-assessment 5.1: Understanding your sources of power and influence	I	H	10 minutes	2	
Self assessment 5.2: Views of power	I	H	10 minutes	1	
Self-assessment 5.3: Recognizing blocks to empowerment	I	H	10 minutes	2	
Leadership in action: The last CEO of Lehman Brothers: Richard Fuld	I or G	H or C	25 minutes	3	



Activity and page number	Individual (I) or Group (G)	Home (H) or in class (C)	Time needed	Complexity level	Appropriate for course assignment
<b>Chapter 6: Current era in leadership</b>					
What do you do?	I and G	H or C	10 minutes	1	
Leadership challenge: Standing up to a charismatic but unethical leader	I and G	H or C	15 minutes	1	
Exercise 6.1: Do you know a charismatic leader?	I or G	H or C	10 minutes	2	
Exercise 6.2: Charismatic speech	G	H and C	60 minutes	3	





Exercise 6.3: Analyzing charismatic speech	G	H and C	60 minutes	3	
Self-assessment 6.1: Authentic leadership	I	H	10	1	
Self-assessment 6.2: Positive leadership	I	H	10	1	
Leadership in action: Andrea Jung's rise and fall at Avon	I or G	H or C	25 minutes	3	

<b>Chapter 7: Other leadership perspectives</b>					
What do you do?	I and G	H or C	10 minutes	1	
Leadership challenge: BODs and CEOs	I and G	H or C	15 minutes	1	
Exercise 7.1: Understanding strategic forces	G	C	30 minutes	2	
Exercise 7.2: Your organization	I and G	C	25 minutes	2	
Exercise 7.3: Influence process	I and G	C	30 minutes	2	
Self-assessment 7.1: What is your strategic leadership type?	I	H	15 minutes	1	







Activity and page number	Individual (I) or Group (G)	Home (H) or in class (C)	Time needed	Complexity level	Appropriate for course assignment
Leadership in action: Leadership musical chairs at P&G	I or G	H or C	25 minutes	3	

<b>Chapter 8: Leading teams</b>					
What do you do?	I and G	H or C	10 minutes	1	
Leadership challenge: Who gets the project	I and G	H or C	15 minutes	1	
Exercise 8.1: To delegate or not delegate	G	C	45 minutes	3	

Exercise 8.2: Strategies for becoming a self-leader	I	H	45 minutes	3	
Self-assessment 8.1: Delegation scale	I	H	5 minutes	1	
Self-assessment 8.2: Are you a team leader?	I	H	5 minutes	1	
Leadership in action: John Mackey of Whole Foods	I or G	H or C	25 minutes	3	

<b><i>Chapter 9: Leading change</i></b>					
What do you do?	I and G	H or C	10 minutes	1	
Leadership challenge: Implementing unpopular change	I and G	H or C	15 minutes	1	
Exercise 9.1: Analyzing and planning for change	G	C	45	2	
Exercise 9.2: Creativity and parallel thinking the six hats method	G	H or C	60 to 75 minutes	2	
Self-assessment 9.1: Building credibility	I	H	15 minutes	2	
Self-assessment 9.2: Creativity	I	H	15 minutes	2	



<b>Activity and page number</b>	<b>Individual (I) or Group (G)</b>	<b>Home (H) or in class (C)</b>	<b>Time needed</b>	<b>Complexity level</b>	<b>Appropriate for course assignment</b>
Leadership in action: Best Buy's almost transformation	I or G	H or C	20 minutes	3	
<b><i>Chapter 10: Developing leaders</i></b>					
What do you do?	I and G	H or C	10 minutes	1	
Leadership challenge: Finding the right fit	I and G	H or C	15 minutes	1	
Exercise 10.1: Identifying your mentoring needs and potential mentors	I	H	30 minutes	3	
Self-assessment 10.1: My personal mission statement	I	H or C	30 minutes	3	
Leadership in action: Developing leaders at Southwest Airlines	I or G	H or C	25 minutes	3	

**SECTION TWO**

**CHAPTER MATERIALS**

---

## **PART ONE**

---

### **BUILDING BLOCKS**

Chapters 1 through 5 present the building blocks and foundational theories of leadership.

**CHAPTER 1**  
**DEFINITION AND SIGNIFICANCE OF LEADERSHIP**

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**Chapter Overview**

This chapter introduces students to the concepts of leadership and leadership effectiveness by providing working definitions and limitations of the concepts. The applicability and limitations of existing models and theories are discussed. Obstacles to effectiveness and the differences between leadership and management are presented. Roles and functions of leaders are outlined followed by a presentation of the arguments regarding the importance of leadership in organizational performance. Current trends and changes in organizations are considered along with the factors that are leading to those changes with a focus on demographic trends. Barriers to effective leadership are considered.

**Chapter Objectives**

<b>OBJECTIVES</b>	<b>THROUGH BASIC TEXT</b>	<b>THROUGH FEATURES, TABLES, and FIGURES</b>	<b>THROUGH EXERCISES</b>
Define leadership and effectiveness	✓	The Leadership Question, The Leadership Question Revisited Leading Change: The Container Store” Table 1.1: Significance of leadership	Exercise 1.1 Exercise 1.2 Exercise 1.3
Discuss the major obstacles to effective leadership	✓	Applying What You Learn: Leadership Basics	
Compare and contrast leadership and management	✓	Table 1.2: Managers and leaders	Exercise 1.3
List the roles and functions of leaders and managers	✓	Figure 1.1: Leader’s functions in shaping organizational culture Applying What You Learn: Leadership Basics	Exercise 1.1 Exercise 1.2 Exercise 1.3
Explain the changes in organizations and how they affect leaders	✓	What do you do? Figure 1.2: Control versus results-oriented leadership Figure 1.3: Factors fueling changes in organizations and their leadership Figure 1.4: Diversity in the U.S. population Table 1.3: U.S. demographic highlights and trends	Exercise 1.1 Exercise 1.2 Exercise 1.3 Exercise 1.4
Summarize the debate over the role and impact of leadership in organizations	✓	Applying What You Learn: Leadership Basics) Table 1.1: Significance of leadership	Exercise 1.3

**Chapter Outline**

**The Leadership Question** Some leaders are focused on getting things done while others put taking care of their followers first. Some look at the big picture, and others hone in on the details. Is one approach better than the other? Which do you prefer?

## 1. Effective leadership

### a. Who is a leader?

A leader is defined as any person who influences individuals and groups within an organization, helps them in the establishment of goals, and guides them toward achievement of those goals, thereby allowing them to be effective.

The definition includes four elements: 1) group process; there are no leaders without followers, 2) leadership involves interpersonal influence, 2) action and goal orientation, and 3) hierarchical relationship.

### b. When is a leader effective?

The issue of effectiveness is complex and multifaceted with different theories focusing on different aspects including group performance, employee satisfaction, and organizational change.

### c. Effectiveness vs. success

Luthans's research on the difference between effective and successful leaders is presented. In many cases, those who are effective are not always successful. Effective leaders communicate with followers, manage conflict, and train and develop subordinates; successful leaders focus on networking and taking care of their supervisors.

Ideally, effectiveness should include both elements of taking care of followers and also external factors. The case of the *New York Times* illustrates the possible dichotomy.

### d. An integrative definition

Definition includes internal stability and health, external adaptability, and goal achievement.

A leader is effective when his or followers achieve their goals, can function well together, and can adapt to the changing demands from external forces.

**Leadership Question Revisited** Summarizes the complexity of the definitions of leadership and effectiveness and emphasizes the importance of the context and situation in determining what effectiveness is.

### e. Why do we need leaders?

Leadership is a universal concept that has existed throughout history and in all cultures. People need leaders: 1) because groups need to stay orderly and focused, 2) to accomplish tasks, 3) to make sense of the world, and 4) as a romantic ideal.

### f. Research on significance of leadership

Arguments over the impact of leadership in organizations are presented in this section. In spite of strong popular beliefs that leaders are important, research findings have not been very supportive of the concept (Table 1.1). The impact of the leader is often affected by situational characteristics that limit his or her power and discretion. These factors are described in detail in chapters 6 and 7. The view that leaders impact their organizations directly through their actions and decisions, or indirectly through the vision they provide, is reaffirmed.

**Leading Change** The Container Store is an organization with a unique culture focused on customers and on taking care of employees who are the ones who deal with the customers. Its definition of effectiveness is "making the customer dance" from delight at having a product that fits her needs. They create their culture through careful selection, extensive training, high pay, taking care of employees through work-life balance, and a family-friendly environment. The leaders are focused on the culture and on maintaining it.

## 2. Obstacles to effective leadership

Discussion of obstacles to effective leadership focuses on the need to practice various leadership skills in an atmosphere that encourages experimentation and tolerates mistakes. Organizational rigidity, lack of opportunity for

practice, uncertainty, organizational complexity, and inaccessible academic research are all obstacles to effective leadership.

### 3. Leadership and management

Arguments about the difference between leadership and management are presented. Leaders are considered by some to be visionary and future oriented, whereas managers focus on day-to-day routine activities (Table 1.2). The section concludes that effective managers often perform many of the duties and activities ascribed to leaders thereby making the distinction between the two concepts somewhat unnecessary.

### 4. Roles and functions of leaders

#### a. Managerial roles

This section presents Mintzberg's research on managerial roles and discusses cultural and gender differences in those roles. Research has found that female managers work at a calmer pace and have closer contact with their followers and where a more reflective approach is presented. The concept of web structure is used to describe the style and structure used by female managers.

#### b. Function of the leader: creation and maintenance of an organizational culture

The key role of leaders in the creation and maintenance of an organization's culture are discussed. The processes used by leaders to shape culture are role modeling, setting up the reward system, hiring decisions, and decisions regarding strategy and structure (Figure 1.1).

**Applying What You Learn: Leadership Basics** Focuses on leadership as a long-term journey rather than a destination and emphasizes learning. Basic leadership factors include finding your passion, learning about yourself, experimenting with new situations, getting comfortable with failure, paying attention to the environment, and keeping a sense of humor.

### 5. Changes in organizations and expectations of leaders

The current trends and changes in the United States and many other Western organizations are described with focus on the quality, empowerment, and participative management movements.

**What do you do?** The short scenario illustrates the ongoing challenges organizations and leaders face in adapting to new leadership models that recommend participation, openness, and flexibility. Although many organizations state such approaches as their practice or their goal, many continue to implement more traditional models that may not fit well with some employees and managers. As a practical matter, one leader, especially one who is not at the highest levels of an organization, cannot push for rapid change. The most reasonable approach is to "nudge" for small changes, demonstrate their success, and build on such success. In some cases, though, organizations and their leaders do not welcome change. If there is not room for change, employees need to reevaluate the fit between them and the organization.

#### a. New roles for leaders

New roles are presented (Figure 1.2).

#### b. Factors fueling changes

*Factors fueling those changes* (Figure 1.3) are summarized including demographic changes (Figure 1.4 and Table 1.3), globalization, characteristics of a new generation of employees, increased level of education, and the quality movement.

#### c. Barriers to change

Focuses on the difficulties faced by many organizations in moving toward new leadership and management models. Increased financial pressures, focus on individuals, and absence of teams at higher levels of decision-making, as well as the difficulty leaders have in giving up control after having been trained in a top-down style for many years, are discussed as the primary barriers to change in organizations.

## 6. Summary and conclusions

### Review and Discussion Questions

#### 1. What are the essential components of the definition of leadership?

- First, leadership is a *group and social phenomenon*; there can be no leaders without followers. Leadership is about others.
- Second, leadership necessarily involves interpersonal *influence* or persuasion. Leaders move others toward goals and actions.
- Third, leadership is *goal directed* and *action oriented*; leaders play an active role in groups and organizations. They use influence to guide others through a certain course of action or toward the achievement of certain goals.
- Fourth, the presence of leaders assumes some form of *hierarchy within a group*. In some cases, the hierarchy is formal and well defined, with the leader at the top; in other cases, it is informal and flexible.

A leader is a person who influences individuals and groups within an organization, helps them establish goals, and guides them toward achievement of those goals, thereby allowing them to be effective.

#### 2. What are the essential components of the definition of leadership effectiveness?

- Achieving goals
- Maintaining internal stability and health
- Adapting to the external environment

Leaders are effective when their followers achieve their goals, can function well together, and can adapt to changing demands from external forces.

#### 3. Why do we need leaders?

- To keep groups orderly and focused. Whereas individual group members may have common goals, they also have individual needs and aspirations. Leaders are needed to pull the individuals together, organize, and coordinate their efforts.
- To accomplish tasks. Groups allow us to accomplish tasks that individuals alone could not undertake or complete.
- To make sense of the world. Groups and their leaders provide individuals with a perceptual check.
- To be romantic ideals. Leadership is needed to fulfill our desire for mythical or romantic figures who represent us and symbolize.

#### 4. Provide one example each of an effective leader and a successful leader. Consider how they differ and what you can learn from each.

Examples students provide should include one or more of the elements that define both leaders and leadership effectiveness.

#### 5. What are the obstacles to effective leadership? How have the nature and occurrence of such obstacles changed in recent years? Why?

- Organizations face considerable *uncertainty* that creates pressure for quick responses and solutions. External forces, such as voters and investors, demand immediate attention. In an atmosphere of crisis, there is no time or patience for learning. Uncertainty creates a vicious cycle that allows no time for the learning that would help current crises continue. The lack of learning and experimentation in turn causes the continuation of the crises,

which makes the time needed to learn and practice innovative behaviors unavailable.

- Organizations are often *rigid and unforgiving*. In their push for short-term and immediate performance, they do not allow any room for mistakes and experimentation. The rigidity and rewards systems of many institutions discourage such endeavors.
- Organizations fall back on *old ideas* about what effective leadership is and, therefore, rely on *simplistic solutions* that do not fit new and complex problems.
- Organizations develop a particular *culture* that strongly influences how things are done and what is considered acceptable behavior. As leaders try to implement new ideas and experiment with new methods, they may face resistance generated by the established culture.
- The difficulty involved is understanding and applying the findings of *academic research*.

6. Based on your knowledge of the field of management and your personal definition of leadership, how are management and leadership similar or different? How can the differences be reconciled? How do these differences add to our understanding of leadership?

Students should address one or more of the following:

<b>Management</b>	<b>Leadership</b>
Focus on the present	Focus on the future
Maintain status quo and stability	Create change
Implement policies and procedures	Initiate goals and strategies
Maintain existing structure	Create a culture based on shared values
Remain aloof to maintain objectivity	Establish an emotional link with followers
Use position power	Use personal power

7. What are the ways in which leaders influence the creation of culture in their organizations?

Leaders influence their organization's culture through:

- Role modeling
- Setting up and enforcing the reward system
- Making hiring decisions directly and indirectly
- Setting the strategy and structure

8. What are the elements of the emerging leadership styles? What are the factors that support such styles?

The roles of leaders are changing demanding new styles of leadership that focus more on results than on control (Figure 1.2). Increasingly, leaders give up many of their traditional managerial roles and focus more on providing vision, guidance, and leadership. They allow employees to organize and plan activities and even control their own work while sharing responsibility for the results with their leaders.

Some of the primary factors fueling these changes include: demographic changes, employee expectations, worldwide political changes, and increased globalization (Figure 1.3).

9. What obstacles do new leadership styles face in traditional organizations? How can obstacles to new models be overcome?

Some of the barriers or obstacles to the use of new leadership styles are:

- Seeking quick results
- Financial pressures
- Lack of teams in upper management
- Relying on old methods
- Fear of experimentation
- Rewards for status quo
- Rewards for individual performance only



## The Leadership Challenge: Moving the Leadership

The leadership challenge for this chapter focuses the challenges people face when they move to a leadership role. The dilemma is to how maintain existing relationships with those who used to be your equals while establishing authority and fulfilling leadership roles. This is a common challenge that many students face as they are promoted to supervisory positions, often over their friends or individuals who are much older than they are. Some of the issues that students must consider are:

- How to establish authority.

Establishing authority and hierarchy is necessary, but it is often overdone and exaggerated by inexperienced leaders. Although followers must understand that the newly promoted person has different roles and responsibilities, there is no need to completely separate from the group and become overly autocratic, a mistake that many new supervisors make.

- Specific actions to help the transition:
  - *Get advice and help.* It is essential that the new leader seeks advice from those with more experience and training whenever available. Rely on old mentors or find new ones.
  - *Seek training.* The training can be technical to help learn the task better so that he or she can help the team, or understand the legal and operational aspects of the job or interpersonal to learn to manage the team better, provide feedback, delegate, and so on.
  - *Practice your story.* There may be some challenges about why you got the job over other people. Prepare a clear explanation that outlines your strengths without putting down others (e.g., “I have been going to school for that past two years while working with you and have attended all the available training so that I could be ready to move up. It is important for all us to keep up with our education and skills. I would be happy to help you figure out what you need to do to get there.”)
  - *Network.* Establish new contacts with other supervisors and leaders at the same level.
  - *Maintain friendly relationships* with those who were your equals. The boundaries are sharper, but there is no need to cut off previous friendships.
  - *Continue seeking help* and advice from followers. Although the new leader has some new roles, the previous relationships are still needed to get the job done.
  - *Clearly explain your new role* to those who either do not understand (use the “story” you have developed) it or prefer to ignore it.
- Things to avoid:
  - Although maintaining good relationships is essential, trying to continue being “one of the boys” is difficult. Some boundaries must be established.
  - Overplaying the leader role. Becoming autocratic and heavy handed is not the solution and likely to destroy productive relationships.
  - Don’t pretend to know all the answers. Particularly in Western cultures, admitting to not knowing something is fully acceptable for a leader. Rely on your team.

## Chapter 1 Experiential Exercises

### Exercise 1.1: More than meets the eye—characteristics of leaders

This simple exercise is designed to demonstrate to students how complex leadership and its definitions can be. Students often develop a long list of characteristics, traits, and behaviors, but cannot agree on which ones are essential and necessary for effective leadership. Additionally, they quickly realize that they do not have most of those characteristics and neither do many effective leaders they may know.

**Total time:** Minimum 25 to 30 minutes.

**Materials needed:** paper and pencil for students; use of board; flip chart.

#### 1. Characteristics essential to leadership (5 minutes)

Ask students individually to write down as many traits, behaviors, and characteristics of what they think good leaders must have. Tell them to complete the phrase: “A good leader must/should, do, be . . .”

#### 2. Essentials (7 minutes)

Assign students to groups, or let them pick their own, and ask them to pare down the list to 7 to 10 characteristics. What do they consider essential? Which ones make or break a leader?

This is a pretty lively stage because chances are that they will not easily agree on what is essential, a fact that is partly the point of this exercise.

#### 3. How do you match up? (7 minutes)

Instruct the students to discuss the following:

- How many of the characteristics do you personally have?
- Can you ever match up to the list you just developed?
- If you do not, how does that affect your ability to lead?
- Do you know any effective leader who lacks one or more of the characteristics?
- Do you think the characteristics are essential to that person’s effectiveness?

#### 4. Complexity of leadership (5 to 10 minutes)

- There are many traits/behaviors associated with leadership
- Not everyone agrees on what is essential
- One person almost never has all the traits
- Having all the traits is not necessary for good leadership
- Traits alone do not make a leader—the situation is important
- Each person must consider their own strengths and capabilities and the situation when addressing important traits and behaviors

**Option:** This exercise works very well as an in-class introductory activity, instead of students working individually and in groups. The activity takes between 15 and 20 minutes.

**Step 1:** Solicit characteristics from students and record them on the board, developing a long list. Encourage them to suggest behaviors and traits.

**Step 2:** Review each item on the list and ask students whether they consider it essential or optional and delete those the class generally agree are optional. You are likely to get much disagreement. You should keep any that the students think are essential or feel strongly about. This should result in a long list, which is the goal.

**Step 3:** Lead a discussion starting with asking students:

- How many of you have all these traits?*
- How many of you do all these things well?*
- Does that mean you cannot lead?*

The prompts in Step 4 above (Complexity) can be used to lead the discussion.

## Exercise 1.2: What is leadership?

This exercise is designed to help students develop a personal definition of leadership and understand how their personal view of ideal leadership affects their assumptions and future behaviors as leaders. The exercise can be used in a variety of ways, from a cooperative learning exercise as presented in the text to an individual assignment focusing on only the first step.

**Total time:** Minimum 25 minutes; maximum time depends on number of students and groups.

**Materials needed:** Paper and pencil; use of board; flip chart can be useful for development of group definitions and presentations.

### Part 1: Describe Ideal Leader (Individual work; 5 to 10 minutes)

Either as a homework assignment or as an in-class exercise, ask students to list the desirable and undesirable characteristics of their ideal leader. The desirable characteristics are sometimes easier than the undesirable ones. You can help students with the second category by asking them to consider characteristics and behaviors that their ideal leader would not have. For example: "My ideal leader would not make arbitrary decisions or would not be indecisive." Although some overlap is to be expected, students should be encouraged to avoid simply listing opposite characteristics in the two lists.

#### Examples of typical items listed by students

##### *Desirable*

Integrity  
Good interpersonal skills  
Enthusiasm  
Decisiveness  
Competence  
Charisma  
Good communication skills  
Openness to others' ideas  
Participative decision-making  
Vision

##### *Undesirable*

Autocratic leadership  
No concern for others  
Dishonesty  
Manipulativeness  
Arbitrariness  
Self-centeredness  
Unresponsiveness  
Closed-mindedness  
Unwillingness to accept feedback

**Option:** The personal list developed by each student can be used as a basis for evaluating what students have learned in class and how their thinking has evolved, their assumptions have been changed or reaffirmed. The lists can be collected by the instructor and handed back the last week of class.

### Part 2: Develop Group Definition (Group work; 10 to 20 minutes)

As with all group exercises in the book, the instructor has the option of either assigning groups or allowing students to select their own groups. Groups of larger than six tend to be inefficient and often have trouble reaching a group decision in the limited time allocated in class. Ideal size is four to five members.

Ask students to keep their own list intact and write the group list on a separate piece of paper.

This part of the exercise often generates considerable in-group discussion as students compare their lists. Although some common items are listed by different students, there are also many that show up on only one or two people's lists. Through the discussion, students realize the highly personal nature of definitions of leadership. If the groups are culturally diverse, cultural differences in leadership may also surface. Similarly, there often is a gender difference in images of ideal leadership. For example, decisiveness and "in charge" characteristics are more often part of male students' definitions than part of female students'.

**Option:** Groups can be assigned based on gender or other cultural characteristics to accentuate cultural differences and focus discussion on the cultural elements of ideal leadership.

### Part 3: Present and Defend (7 minutes per group)

Each group is asked to make a three-to-five-minute presentation listing their ideal leader's desirable and undesirable characteristics and briefly explaining the reason for their choices.

**Option:** Group presentations can be replaced by the instructor asking each group for their first, second, third, and so forth characteristic in a round robin fashion until all items are recorded on the board.

**Part 4: Common Themes (Class discussion; 10 to 15 minutes)**

Part 4 focuses on in-class discussion of images of ideal leadership. The lists generated by the groups are used as the basis for this discussion. The focus should be on the complexity and diversity of leadership images and the implications for understanding the process of leadership.

With the recent push toward empowerment and participative decision-making, common themes among students' list often include issues of participation, autonomy, having a vision as essential to ideal leadership. Undesirable characteristics often focus around lack of integrity, too much control, and inability to motivate followers.

The discussion can include cross-cultural differences in leadership. The instructor or the students can bring in material about how culture impacts our images of ideal leadership. Hofstede's cultural dimensions also provide a good basis for discussion. For example, in high power distance and uncertainty avoidance cultures, ideal leaders are likely to be expected to provide answers to all follower questions. Additionally, expectations of employee participation and empowerment are likely to be low. In masculine cultures, the element of taking care of followers is likely to be less pronounced than in feminine cultures. Concern for individuals and individual attention to followers is likely to be lower in collectivist than in individualist cultures.

**Overall:** This is a very simple exercise for both students and faculty. It can serve as a nice ice breaker the first week of class and help point out the richness of concept and process of leadership and prepare students for the broad diversity of topics and issues that will be discussed throughout the term.

### **Exercise 1.3: Images of Leadership**

As with Exercise 1.1, this exercise is designed to help students clarify their personal assumptions about leadership. It can be used alone or in conjunction with Exercise 1.1. Using images to clarify ideal leadership is generally appealing to students. Although the exercise has a group-discussion component, the exercise is not designed as a cooperative learning exercise. Group discussions help students fine-tune and clarify their personal definitions.

**Total time:** Minimum 25 minutes.

**Materials needed:** Paper and pencil; use of board by instructor.

#### **Part 1: Select your image (Individual work; 5 to 7 minutes)**

Similar to the popular organizational metaphor exercise, students are encouraged to develop their personal image or metaphor of leaders. Commonly used metaphors include leader as:

Sport coach	Orchestra conductor	Head of family
Team facilitator	Jungle/safari guide	Therapist
Train engineer	Ringmaster	Obstacle remover

Ask students to pick an image/metaphor and list the implications of that metaphor for the role and behavioral expectations of leaders. For example, an orchestra conductor is the undeniable leader of the orchestra; nothing happens without his or her direction. He or she is in full control and often dictates the actions of others. The organization, on the other hand, is fully synchronized and acts in total coordination and unison. The head of the family is similarly in full control, although the sense of total cooperation and focused action is lacking. The head of a family has responsibility for the emotional and psychological well-being of members, a factor that is lacking from an orchestra. The issue of conflict is also part of a family much more so than an orchestra.

Students are often very creative with their images. The instructor's goal should be to guide them in the understanding of the implications of the image they select.

#### **Part 2: Share and Clarify (Small group discussion; 10 to 15 minutes)**

Small groups can be used as a sounding board for students to help them clarify the implications of the image that appeals to them.

**Option:** This step can be skipped to move directly to class-discussion, especially in small classes (under 25 students) where whole-class discussions are possible. Having small group discussions allows students to fine-tune their images and think about the consequences.

#### **Part 3: Class Discussion (10 to 15 minutes)**

The discussion questions allow for exploration of various images and their implications for organizations. Some images are becoming obsolete while others are gaining ground. For example, team facilitator is a very popular metaphor although students are often not fully aware of the implication of such an image for the structure of an organization or its potential shortcomings. Namely, team facilitators do not make decisions for their teams; their role is to support, guide, and encourage. The implications of such a style in times of crisis when quick decision-making is essential need to be explored.

**Option:** As with Exercise 1.1, discussion of cross-cultural differences in images of leadership is very appropriate. Particularly, the diversity of images that are used in the United States can be pointed out as resulting from the cultural diversity within the population.

**Overall:** As with Exercise 1.1, Exercise 1.2 is very simple and easy to execute. The development of images triggers lively and interesting discussion among the students and makes this an ideal ice breaker for the first week of class.

### **Exercise 1.4: Understanding the Leadership Context**

This exercise is designed to help students understand the various contextual factors that have the potential to affect leadership. It presents a fairly complex concept and may be difficult for younger and less experienced students to grasp. However, more experienced students with some work experience should not have any difficulty picking a

leader that they know or have known and to identify the various contextual factors that affect the person's leadership concept. This exercise can be used both individually and for a group activity. The group discussions often allow students to grasp the concept of context. It also can be assigned as part of graded class assignment.

**Total time:** Minimum 25 minutes.

**Materials needed:** Paper and pencil; use of board by instructor.

**Part 1: Individual/Group work (15 minutes)**

Student should select either a leader they know and have worked with or a business or political leader with whom they are familiar. This can be done individually or as group. Once the leader is selected, the students must consider the context in which the leader operates. Not all these factors may be relevant; however, students should be encouraged to explore the context may be relevant and influence how the leader makes decisions and acts.

1. *Long-term historical, political, and economic forces* include such factors as:
  - The history of the organization if it has been around for a while
  - The national history, if relevant (for example, the organization may have a long-standing positive or negative reputation)
  - Political factors (for example, the organization may be tied to a particular political party or system)
  - Long-term economic factors (for example, the steel industry has long-term economic factors to consider)
2. *Current contemporary forces* include such factors as:
  - Cultural diversity (changes in the demographic and cultural makeup of the organization's customers and other stakeholders)
  - Social values that may affect the organization, its products and services (for example, fast-food companies are affected by the increase in obesity in the United States)
  - Technology (for example, many organizations are seeing competitors who operate online services similar to theirs; or organizations are expected to provide online services for their customers)
  - The economy
  - Social changes (for example, a more conservative political and social climate may affect the products and services an organization offers or how it advertises them)
3. *The immediate context* includes such factors as:
  - The organizational culture and climate
  - The structure of the organization
  - The organization's performance
  - The products and services delivered
  - The various suppliers
  - The followers (their abilities, strengths, and weaknesses)

**Option:** For students who have no or limited work experience, the instructor can assign a well-known leader using articles for current headlines. I have successfully used President George W. Bush and asked students to identify the contextual factors that have affected his decision to launch the war with Iraq. You can also use President Obama's leadership context with issues such as health care or the budgetary disagreements. You can also compare the context two years ago to the current context. Although the long-term and contemporary elements remain the same, the immediate context has changed. The contextual factors to consider in this case are:

Long-term historical, political, and economic factors  
The Middle-East situation (Arab-Israeli conflict; Iran)  
Oil  
History of Republican Party  
The United States as the policeman of the world

Contemporary context  
The first Gulf War

Conservative vs. liberals  
The United States as the remaining superpower  
Prior actions by Bill Clinton

Immediate context  
The terrorist attacks of 9/11  
The war in Afghanistan  
The Iraq War  
The Neoconservative agenda  
The support and dissent from traditional allies  
The conservative agenda  
The concern of a legacy  
How the task is defined (easy victory; welcome by Iraqis)  
International goals  
Domestic goals  
Followers (voters on both sides of the political lines)  
The 2008 U.S. presidential election

**Part 2: Discussion and presentation (10 minutes)**

Each group is asked to present their leader and outline the contextual factors that impact the leader's decisions and actions. Similarities and differences between the leaders' different context can also be discussed. The instructor can highlight how some of the contextual factors strongly influence and limit a leader's ability to make decisions or take certain course of action. For example, with President Bush as the example, the first Gulf was, the 9/11 attacks, and the conservative agenda all provided a very strong context that determined many of his actions.

**Overall:** The Leadership Context exercise is a powerful way to focus students' attention on the importance of the leadership context instead of looking only at the leader characteristics.

## **David Neeleman Reinvents Airlines**

### *Case summary*

The case discussed David Neeleman founder of Morris Air, JetBlue, and most recently the Brazilian airline Azul. JetBlue is one of the success stories in the U.S. airlines industry and Azul appears to be following the same path. JetBlue has been very successful while breaking all the rules of the industry. Its small size, dedicated staff, no-layoff policy, unusual routes, and willingness to innovate have allowed it to achieve success. In spite of low prices, the airline pampers its customers with individual TV sets, chocolate chip cookies, and outstanding service. JetBlue's president David Neeleman relies on his employees for ideas and innovation. The airline's "can do" attitude and its reliance on innovation play a great part in its success.

#### 1. What are the key elements of JetBlue's culture?

Focus on the customer, getting information from all sources, and maintaining a strong team spirit within the company are the key elements of JetBlue's culture. The company aims at pleasing its customers by pampering them and addressing their needs. JetBlue also listens to its employees, tries to create an egalitarian culture when participation is encouraged, and works on leaving the "we-they" attitude that typifies management and labor in most company behind.

#### 2. What role does the leader play in the development and maintenance of the culture?

Because JetBlue is still young, the impact of its founder, David Neeleman is still highly pervasive. His entrepreneurial, high-risk approach to business is evident in all aspects of the company. He is present and active in all aspects of the business. He serves as the formal leader, making key decisions, but he also serves as a role model, through his interaction with customers, his willingness to listen to his employees, his active engagement in the company, and his informal demeanor. The "image" of an effective and engaged leader is further communicated from customers and from employee to employee to reinforce his role and his power over the company. The company's creativity and willingness not to follow industry rules is also a reflection of Neeleman's entrepreneurial spirit.



## CHAPTER 2 THE GLOBAL AND CULTURAL CONTEXTS

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### Chapter Overview

This chapter considers the cultural context of leadership at the national, small-group, and organizational levels. After defining culture, four models of national culture are presented: Hall's high- and low-context, Hofstede's five dimensions, Trompenaars's dimensions, and the Global Leadership and Organizational Behavior Effectiveness (GLOBE) research. The impact of group culture in terms of gender and diversity is considered, and the causes and solutions to leadership differences based on gender and other small-group membership are presented. The concept of developing a cultural mindset is presented to provide leaders and organizations as a way of managing diversity.

### Chapter Objectives

OBJECTIVES	THROUGH BASIC TEXT	THROUGH FEATURES, TABLES, and FIGURES	THROUGH EXERCISES
Define culture and its three levels and explain the role it plays in leadership	✓	Table 2.1 Figure 2.1 What do you do? Leadership Challenge	Exercises 2.1 through 2.3
Apply Hall's model of national culture to leadership situations	✓	Figure 2.2	
Apply Hofstede's model of national culture to leadership situations	✓	Table 2.2 Table 2.3	
Apply Trompenaar's model of national culture to leadership situations	✓	Figure 2.3	
Apply the GLOBE model of national culture to leadership situations	✓	Figure 2.4 Table 2.4	
Identify the impact of gender on leadership	✓	Table 2.5 Leading Change: Deloitte Supports All Its Employees	Exercise 2.4 Exercise 2.5 Self-assessment 2.3
Address how leaders can develop a cultural mindset	✓	Applying What You Learn: Using Culture to Be Effective Figure 2.5	Self-assessment 2.1 Self-assessment 2.2
Present the steps organizations can take to become more multicultural	✓	Figure 2.6 What do you do? Leadership in Action: Leadership Based on Ancient Principles	

### Chapter Outline

**The Leadership Question** provides a starting point for discussing the role of culture.

1. Definitions and levels of culture

a. Definitions and characteristics

Culture consists of the commonly held values within a group of people and includes norms, customs, values, and assumptions that guide behavior (Table 2.1).

b. Levels of culture

Three levels of culture are identified. These are: national, ethnic or other cultural groups within a nation, and organization culture (Figure 2.1).

2. Models of national culture

a. Hall's high-context and low-context cultural framework

Hall's model is based on the communication context. Members of high-context cultures rely on context, nonverbal cues, and situational factors to communicate. Those from low-context cultures focus on explicit messages. Examples of each type of culture are provided (Figure 2.2).

b. Hofstede's five cultural dimensions

Hofstede's model of culture classifies cultures based on five dimensions (Table 2.1). Harry Triandis further refined the model by adding the concept of tight and loose cultures, and the vertical and horizontal dimension to individual—collectivism (Table 2.2).

c. Trompenaars's dimensions of culture

Trompenaars's model focuses on cross-cultural organizational cultures (Figure 2.3).

**What do you do?** The scenario illustrates the challenges of leading a multicultural team where members have different values and priorities and different approaches to work resulting in conflict and discord. Although some of the conflict may be related to individual differences rather than culture as the group members think, culture may play a role in how each member sets priorities and how each prefers to work. Providing cross-cultural awareness is a starting point to allow the group members to assess where the origins of the conflict may be and moving toward using the differences as a strength rather than as a source of conflict. Becoming aware that people behave the way they do partly because of their values and culture, rather than to be disagreeable or because they are wrong, can help most reasonable people adjust their reactions and responses. Cultural awareness training can help group members learn about national and group cultural differences in values and can be a positive step in resolving the conflict. It may also be helpful to train the group on conflict resolution methods that can help them put their cultural knowledge to work.

d. GLOBE: Global leadership and organizational behavior effectiveness research

The GLOBE research is the most current most extensive research on cultural dimensions and proposes nine cultural values to help understand different cultures. The research suggests that culture impacts, but does not predict, leadership behavior through people's expectations—what GLOBE has labeled culturally endorsed theory of leadership (CLT). It provides many refined dimensions to classify and understand cultures: power distance, uncertainty avoidance, humane orientation, collectivism I—Institutional, collectivism II—In group, assertiveness, gender-egalitarianism, future orientation, and performance orientation.

The GLOBE country clusters and their cultural values are presented in Figure 2.4. These values indicate country cluster practices as they are.

GLOBE's six CLTs are: charismatic and value-based, team-oriented, participative, humane-oriented, autonomous, and self-protective. Table 2.4 summarizes the CLTs that indicate what each country clusters thinks is ideal leadership.

**Applying What You Learn: Using Culture to Be Effective** outlines the key factors for managers to build the culture of their organization. They include: clear definition of desired culture, sharing with employees, adjusting the reward system, attention to details, and "walking the talk."

### 3. Group culture: gender and diversity

Anecdotes of gender differences and similarities are presented.

#### a. Current state of women in organizations

Summarizes the various statistics that point to gender inequality in the United States and in other countries.

#### b. Causes of gender inequality

Suggested reasons for gender inequality in leadership and in organizations are summarized in Table 2.5. Factors that are likely to contribute to inequality include: challenges in balancing work life, persistent stereotypes, and discrimination. Other factors that are mentioned but not likely to be the cause are: gender differences in style and effectiveness, commitment to work, and level of education.

**Leading Change** Deloitte supports all its employees: Deloitte, one of the Big Four accounting firms, is taking steps to increase the diversity of its employees, who are 92% white. CEO Barry Salzberg has made diversity a major strategic focus. The company has broadened its recruiting base and has implemented a program called Mass Career Customization that provides all employees, not just women and minorities, with an opportunity to develop their own career path based on their needs and work-life balance. Deloitte has received much recognition for the program.

**The Leadership Question Revisited** points out that there are some universal leadership ideals as indicated by the GLOBE research, whereas others are culture-specific. Integrity seems to be one of the universal desired leadership characteristics.

### 4. Developing a cultural mindset

To address the challenges of managing a diverse organization successfully, leaders have to develop a cultural mindset which is a way of thinking and an outlook where culture is taken into consideration in deliberations, decisions, and behaviors, and organizations have to become more multicultural.

#### a. Characteristics of a cultural mindset

A cultural mindset is the basis for cultural competence since it focuses on how one thinks. Figure 2.5 presents the cognitive, behavioral, and skill-based elements of a cultural mindset which allows for the adoption of a multicultural approach in organizations.

#### b. The multicultural organization

The key factors in becoming a multicultural organization are presented in Figure 2.6.

**What do you do?** The scenario presents a recruiting dilemma that many organizations face. When looking for new employees, many organizations rely on existing employees to recommend people they know. Although the practice appears logical because it allows organizations to hire people they know they can trust, it poses a challenge related to diversity. If the organization is not diverse, relying on recommendations of employees will simply reinforce the lack of diversity because research shows that most people trust and interact with those who are similar to them. To make an organization more diverse and multicultural, leaders often have to use novel techniques for recruiting employees, as is illustrated in several examples in the chapter.

## 5. Summary and conclusions

### Review and Discussion Questions

#### 1. What are the four models of culture, and how do they affect leadership?

The four models of culture are: Hall's cultural context, Hofstede's five cultural dimensions, Trompenaars's dimensions, and GLOBE. All models, in different ways, address cultural differences and values that affect social and interpersonal interactions. As such, they all address differences in who people consider leaders and what traits and behaviors they consider to be effective leadership. For example, Hall addresses communication context differences. Leaders from high and low-context cultures approach their followers differently. Similarly, Hofstede's five dimensions all deal with cultural values that may impact leadership. Trompenaars's model and GLOBE were specifically developed to address organizational and leadership settings.

#### 2. How are the different models of culture similar? What unique contributions does each model make?

All four models address key national cultural differences that affect people's behavior. They all therefore assume that culture has a potential to affect behavior. Hofstede is one of the most often cited and oldest models of the role of culture in organizational settings. His five dimensions provide a clear and concise way to comparing cultures. Trompenaars provides a clear focus on how national culture may impact organizational settings. GLOBE is the most comprehensive model to date with extensive research based in more than 60 countries. GLOBE and Hofstede share several cultural dimensions. GLOBE, however, provides more precise research and finer differences among cultural groups. GLOBE further provides detailed research about cultural values as they actually are and leadership ideals (CLT) that show what people would like their ideal leaders to be.

#### 3. How would the definitions of leaders and effectiveness differ based on the different cultural values presented by Hofstede, Trompenaars, and the GLOBE findings?

Trompenaars's research and GLOBE address this issue most directly. Trompenaars provides a model of four cross-cultural organizational cultures that each includes a different type of leadership (Figure 2.3). GLOBE outlines CLTs described in Table 2.4 and describes not only how leadership actually differs based on cultural values within each country cluster, but how people within each culture have different ideals of leadership.

#### 4. How does group membership impact leaders and leadership?

In addition to national culture, a person's cultural background includes various groups such as gender, ethnicity, religion, or other groups. Each cultural group develops unique characteristics that have the potential to affect leadership. For example, research about gender differences shows that there may be persistent differences in how men and women lead. Similarly, even if the leader is not affected by his or her group membership, others may perceive him or her differently based on such membership. For example, women and minorities may not be as easily accepted as leaders or their competence may be challenged.

#### 5. What are the factors that contribute to the inequality of men and women in the workplace?

Table 2.5 summarizes the research on the suggested causes of gender inequality in leadership and in organizations. The often cited causes include: gender differences in leadership and management style, difficulty of balancing work and life, gender differences in commitment to work, gender differences in education, stereotypes, and discrimination. Among these, challenges of balancing work and life, stereotypes, and discrimination have been shown to be the cause of gender inequality. Other factors have not been supported by research. Women may have different leadership style, but the difference is often having a more participative and transformation style, which has been shown to be more effective. Although women do take time to have children, they more often than not come back to work. The gender differences in education actually favor women with a larger majority of women earning undergraduate and graduate degrees in many areas.

#### 6. What are the elements of a cultural mindset?

A cultural mindset is a way of thinking and an outlook where culture is taken into consideration in deliberations, decisions, and behaviors. It is the basis for cultural competence and cultural literacy, concepts that are often used in organizations. A cultural mindset includes cognition—a way of thinking (self-awareness, curiosity, including culture in problem-solving, adopting a multicultural lens), behavior—the way people act (self-presentation, verbal and nonverbal cues, interaction, and addressing cultural issues), and skills (interpersonal, communication, language) (see Figure 2.5).

#### 7. How can organizations become more multicultural?

The starting point to successfully becoming multicultural is a leadership with a cultural mindset. Other factors include: accountability, proper recruiting, having role-models, education and training, research and measurement, setting the right policy, and generally monitoring and implementing a supportive culture (Figure 2.6).

#### 8. Why are leaders so important in that process?

As illustrated in many of the examples in the chapter, organizations where the leader has a commitment to diversity are more often successful in becoming multicultural. Having a leader with a cultural mindset is key because the leader not only makes the key decisions, but also role models desired behaviors, sets the reward system, and shapes the culture of an organization. Without support from leadership and without leaders who have a cultural mindset, organizations will have difficulty becoming and remaining multicultural.

### **The Leadership Challenge: Juggling Cultures**

The leadership challenge for this chapter focuses on the impact of culture. The dilemma for the leader is to balance culture, organizational needs, fairness, and legal standards. Some of the issues that students must consider before making their decision are:

- The Saudi culture. Saudi Arabia is a Muslim country where because of religious traditions and requirements, women have practically no role in public life and business transactions. Women are not only covered from head to toe when out in public, they are also often segregated from men. Although these standards are not as strictly enforced on non-Muslim and Western women, they still find their freedom highly restricted when traveling or living in Saudi Arabia. In addition to the limited role of women, the Saudi culture is generally high-context, collectivistic, power and status-oriented, ascriptive in that who you are is more important than your performance, and with a long-term orientation. Students should be directed to do some research regarding the culture. Web sites such as [www.executiveplanet.com](http://www.executiveplanet.com) can provide a quick overview.
- Legal requirements. Depending on the country, there may be clear antidiscrimination laws protecting women and minorities. For example, antidiscrimination and equal opportunity apply to all U.S. companies, regardless of where they operate. Other Western countries do not have as specific legal requirements regarding discrimination. The argument that Saudi culture does not welcome women may therefore, in and of itself, not be legally defensible. Managers are required, at the very minimum, to uphold the laws of the country in which they operate.
- Company interest. It is in the company's best interest to have its best and most experienced negotiator represent it. Sending an inexperienced person may be highly detrimental.
- Fairness and equity. Regardless of legal requirements, standards of fairness and equity should prevent discriminating against a person based on sex. Not sending in the female executive to Saudi Arabia, simply because she is female and she may encounter problems, is not fair or equitable and may set a bad precedence, as well as open up the company to legal action.

Given the complexity of these issues, a simple solution of is not likely to work. Sending the female executive to Saudi Arabia may not be feasible, although many foreign women function well in those environments. They are often treated as a "third gender," neither male, nor quite female. Whether this would work in this case depends on the existing relationship with the Saudi clients. Some possible solutions may be:

- Holding negotiations in another country, such as the United Arab Emirates, Egypt, or Lebanon, which are all close to Saudi Arabia but not as restrictive concerning the role of women and may provide a comfortable compromise.

- Sending the female executive's manager, if it is a male, along as the front person. She could then provide "support" to her boss.
- Hiring a local or third-party negotiator that would report to and work with the female executive.

Powerpoints slides provide additional information about a further addition to the Hofstede's concept of individualism—collectivism proposed by Harry Triandis. The concept of Vertical and Horizontal individualism—collectivism refines the dimension by introducing the issue of hierarchy vs. egalitarianism. Vertical cultures are hierarchy based, whereas horizontal ones are egalitarian.

## Chapter 2 Experiential Exercises

### Exercise 2.1: World Map

I have used this exercise as an introductory ice breaker in most of my culture classes or lectures. It is simple and quickly illustrates the power of one's cultural lens.

**Total Time:** 5 to 20 minutes (5 minutes to draw the map; another 5 to review or longer if you have students work in groups).

**Materials Needed:** Paper and pencil.

**Instructor preparation:** You will need to have a world map available either in hard copy or online to show students when they have completed their task.

Instruct the students to draw the 7 continents, or as many as they can, on a sheet of paper. When they are done, show them the world map you have prepared. Discuss the following:

1. How many continents did you place correctly?

You can use a 1 to 14 scale for them to score themselves—1 point for getting the continent, another for placing it correctly.

Most U.S. students have limited knowledge of geography and many are not able to place all seven continents, some cannot name all seven.

2. Where did you start your map? What's the first place you drew? What continent is in the center? Why?

Most students start with their own continent/country and place it in the center of page. I often have non-U.S. students and there are clear differences among them regarding where they start and what is in the center, allowing for a simple demonstration. My students have primarily been from the Northern hemisphere, so the occasional Australian or other student from the Southern part of the globe provides an additional perspective.

3. What does your map tell you about your knowledge of the world?

The way students draw their map reflects how they see their world with their own continent/country at the center. Because many cannot accurately draw the map, their lack of knowledge of the physical geography is likely to be matched by a lack of cultural knowledge. The exercise demonstrates the limited world view that many of us have.

I often have students who are expert world travelers, for example military personnel or expats. They often perform better at this exercise further demonstrating how travel can help in gaining a world view, at least to some extent.

### Exercise 2.2: Proverbs as a Window to Leadership

This is a simple and engaging exercise that relies on proverbs to demonstrate cultural differences and their implications for management. Students can be assigned to complete the exercise either in class or outside of class and discuss their views in class. You can also ask students to propose their own proverbs; this could be particularly interesting if you have a culturally diverse group.

**Total time:** 20 to 30 minutes (10 minutes to complete exercise, individual 10–20 minute discussions to review implications for leadership).

**Materials needed:** Paper and pencil; board for discussion.

#### Instructor "Cheat" Sheet

<i>U.S. Proverbs</i>	<i>Implications for Leadership</i>
Actions speak louder than words.	Low-context, action-oriented culture. Leaders are expected

Strike while the iron is hot.	to clearly role-model expected behaviors.
Time is money.	Short-term orientation. Expectation of quick decisions and actions.
God helps those who help themselves.	Short-term and achievement orientation.
	Masculine and individualistic culture based on self-reliance. Leaders and followers are expected to take action.
<hr/>	
<i>Other Countries</i>	<i>Implications for Leadership</i>
One does not make the wind, but is blown by it (Asian cultures).	Clear indication of “being” culture with focus on fatalism. Leader will not be expected to be strongly action-oriented; expectations of harmony with the environment.
Order is half of life (Germany).	Importance of structure. Leader expected to focus on clarifying task.
When spider webs unite, they can tie up a lion (Ethiopia).	Collectivistic culture where group effort is valued. Leader is expected to lead teams not focus on individuals.
We are all like well buckets, one goes up and the other comes down (Mexico).	Fatalistic culture. Things happen outside the control of people. Leader must go with the flow.
Sometimes you ride the horse; sometimes you carry the saddle (Iran).	Fatalistic culture. Events happen and life is cyclical. Leader must accept such an approach and go with the flow.
We will be known forever by the tracks we leave (Native American—Dakota).	Importance of harmony and long-term thinking. Leader must guard reputation, consider long-term impact of actions.
One finger cannot lift a pebble (Hopi).	Collectivist culture where group actions are valued over individual achievement. Leader must work with group to perform.
For, no matter how concealed, force begets resistance (Lakota).	Cooperative culture based on consensus. Leader must not be autocratic and must build group consensus.

### Discussion Points

The key to this exercise is to explore the differences without considering what is right or wrong. Students must, however, be encouraged to explore their own cultural values and consider their implications for assumptions and expectations of leaders. The cultural values that may be unconscious can become obvious by becoming aware of the assumptions of other cultures.

What are the key assumptions in my culture that may guide what I expect of leaders and how they should behave?

- How would such assumptions work or not work in other cultures?
- Which assumptions from other cultures would be hardest to work with? Why?

**Overall:** The proverb exercise is a simple and powerful introduction to revealing cultural assumptions and their potential impact on leadership and to providing examples for the various cultural dimension models discussed in the chapter. Being aware of the presence of cultural differences is the first step toward cultural competence.



### Exercise 2.3: Narian Bridges

Narian Bridges is a very engaging cross-cultural role play designed to allow students to experience the challenges of interacting with different cultures. Although no out-of-class preparation is needed for the students, the instructor needs to decide on team assignments prior to class. You can expect considerable frustration on the part of U.S. teams and lively discussion about how to deal with cross-cultural differences and conflicting goals.

**Total time:** Minimum 60 minutes.

**Materials needed:** Access to 2 separate rooms (quiet hallway or sitting area) to allow for separate planning for each cultural group.

#### Part 1: Background (Individual reading; 10 minutes)

Ask all students to read “Background” information on pp. 58–59.

**Instructor’s preparation:** The instructor needs to decide on team assignments prior to class. The only restriction is that Mr. Dafti has to be male; all other roles can be assigned to either male or female students. Selection of students to play Narian or U.S. roles can be made randomly or based on each student’s personal characteristics. For example, students who show “typical” American characteristics, such as assertiveness and directness, can be assigned to the U.S. team to emphasize those roles, or they can be put in Narian teams to allow them to experience a different culture.

Both the Narian and U.S. team can function with just two members. Depending on class size, some teams may have three members whereas others only two. Keeping the Narian and U.S. teams at no more than three allows for all members to participate. Students assigned to teams larger than three are unlikely to have the opportunity to role play.

For each role-play group, assign:

<b>Narian Team</b>	<b>U.S. Team</b>
Mr. Dafti (male student)	U.S. team leader
Naran	Team member 1
Touran (optional)	Team member 2 (optional)

Call students’ names and pair them up with their Narian and U.S. role play groups before you provide further instructions. There is no restriction on the overall number of role play groups. Provide students with role play instruction sheets appropriate for their role (see end of this chapter).

#### Part 2: Role Play (Preparation: 15 minutes; Role play: 15 to 20 minutes)

**Preparation:** Separate the Narian and U.S. teams by sending U.S. team to another room. Review instructions on the role play sheets with Narian and U.S. teams separately, reminding each group about basic role-play rules:

- Stay in the general guidelines provided by your role
- Improvise as needed while keeping goal in mind
- Practice role for a few minutes alone or with your team
- Provide rich role play so that others can respond to you
- Be as creative as you feel comfortable; some of the students will play roles more intensely than others; differences are normal

In helping each group of students prepare for their roles while answering their questions, the instructor can provide them with the following information.

**Narian teams:** The description of Narian culture matches that of a high power distance, feminine, vertical collectivist culture with moderate uncertainty avoidance. The culture has many elements of middle-eastern cultures. Students find the highly differentiated but equal gender roles both surprising and comfortable. Issues that need to be emphasized in preparing students to role play Narians are:

- Maintain good interpersonal relations in all situations
- Avoid open conflict and disagreement among yourselves and with U.S. teams

- Be very respectful and polite with one another and with U.S. team
- Appear confident, stick to your ground without being rude and confrontational
- Remember that you know the U.S. culture and language well
- Keep the social goal of the meeting in mind at all times; this is not a negotiation session

**U.S. teams:** Initially, the U.S. team members have an easier task because they are role-playing a culture with which they are familiar. The U.S. culture is moderate-to-low power distance, masculine, individualistic, and tolerant of uncertainty. Issues that need to be emphasized in preparing students to role-play U.S. team members are:

- Remember that your goal is changing the contract and that your success depends on getting Dafti to agree with the changes
- Appear confident and knowledgeable
- Rely on your relationship with the two Narian associates, Naran and Touran, and on your information about Narian culture
- Remember that the Narians speak English well and are familiar with U.S. culture

Once both groups are prepared (approximately 15 minutes), invite the U.S. team back and inform them that they have a maximum of 20 minutes for the role play. Each group of U.S. and Narian teams can sit in clusters to start their interaction.

### **Part 3: Debriefing (Class discussion; 20–30 minutes)**

The role-play is likely to cause much frustration for U.S. team members who will in most cases not achieve their goals. The Narian members are likely to observe the pushiness of U.S. teams. Class debriefing can start with allowing each role-play group to describe the interaction and the outcome while students share their role-play instructions with their counterparts.

Discussion should include issues of goal differences, rudeness of one culture vs. the other's unwillingness to talk business, and potential solutions. Other discussion themes can include:

- *Leadership differences.* The Narians consider their leader to be the infallible head of their family. There is strong loyalty and sense of respect. As a result, they will not disagree with their leader and will not be co-opted by the U.S. team members even when their leader is "wrong." Such views sharply differ with those of the U.S. teams who have the "correct" solution and put the objective truth ahead of respect for the leader.
- *How to handle goal differences.* All role-play groups are likely to have been frustrated because of their divergent goals. Discussion of and solutions for how to handle such differences are often lively. Many U.S. teams find a partial solution that satisfies the Narians by focusing on long-term accomplishments.

**Overall:** The Narian Bridges is a powerful role-play that works even with students and instructors who have limited experience at role play or cross-cultural situations. The issues at play tie in directly with the cultural dimensions presented in the chapter.

## **Exercise 2.4: Leadership and Gender**

In the United States, as in many other, but not all, cultures, the images of leadership are closely tied to typical male behaviors. For example, leaders and males are supposed to be aggressive, dominant, and competitive. Females on the other hand are typically expected to be submissive, quiet, and cooperative. The female gender roles are generally inconsistent with the traditional views of leadership.

Although some students are aware of the link between gender and leadership, many assume that such links do not exist any longer. This exercise is designed to explore the relationship between gender roles and leadership.

**Total time:** Minimum 30 minutes

**Materials needed:** Paper, pencil, use of board or flip chart.

### **Part 1: Assign groups and develop list (Group work; 10 to 15 minutes)**

- Divide class into three groups; the composition can be random or based on existing groups
- Assign each group to develop a list of ten characteristics using the work sheet on p. 44 of the text based on one of the three instructions provided at the end of chapter
- Allow each group 10–15 minutes to prepare their list
- Instruct them to be ready to make a brief 2–4 minute presentation to the class

### **Part 2: Presentation and discussion (In-class discussion; 10 to 15 minutes)**

After the three groups have made their presentations, discussion should focus around:

- The relationship between leadership and the male and female gender roles
- Current changes in the definition of leadership and how they relate to gender roles
- Potential cross-cultural differences regarding views of both leadership and gender roles

In most cases, the majority of the traits and behaviors used to describe the male gender role are similar to those used to describe leaders. Traditional female gender roles are typically not associated with leadership. An interesting point of discussion is the similarity between many of the new leadership roles of facilitator, motivator, and coach and the female gender role.

**Overall:** This relatively simple exercise can be a powerful demonstration of the strength of gender stereotypes. Focus on the future and changes in our views of leadership allow for a view of the future and the role of culture.

## **Exercise 2.5: Is this Sexual Harassment?**

Sexual harassment is considered a form of discrimination in the United States (although not in many other countries). As such, it is one of the potential reasons why women do not achieve their full potential in organizations. The exercise is designed to provide clarity regarding what sexual harassment is. This is a sensitive topic and always engenders much heated discussion, sometimes some hostility. Although students can be assigned to complete the exercise at home, classroom discussion, facilitated by the instructor is essential to understanding the concept.

**Total time:** 5 to 10 minute per scenario

**Materials needed:** Paper, pencil, use of board or flip chart.

**Procedure:** You can assign a few or all of the scenarios. Each presents different cases, some clear and some not so clear. Students can review the scenarios prior to class or during class, then be assigned to small groups to further discuss them, before discussing them in class.

### **Scenarios**

1. Clear quid-pro-quo situation involves grade in exchange for relationship. This is a simple and undisputable case of sexual harassment with one person, in this case an instructor with power, demanding a relationship from another with less power.
2. This is a case of harassment or “stalking” (as some students may call it). While clearly not sanctioned by an organization and not involving a differential power, the unwanted attention of a sexual nature, that makes the other person uncomfortable, can be considered harassment. This scenario illustrates that harassment does not require a formal institutional setting, unequal power or quid-pro-quo. Unwanted advances that make a person uncomfortable are considered harassment.
3. This is a case of sexual harassment. One person is the target of ridicule and unwanted action of a sexual nature by co-workers. This case illustrates that men can also be the victim of harassment and that there does not need to be a boss–employee relationship. In this case, co-workers are creating a hostile work environment for Ricardo. Their actions should not be tolerated by the organization and they provide Ricardo with a clear case of harassment.
4. While this case shows physical contact between a boss and an employee, it does not constitute harassment. The physical contact is not unwelcome and is well accepted and understood by both parties. A simple act of friendship, such as a hug, does not constitute harassment, unless it is unwelcome or makes other people uncomfortable.
5. This is a complex situation that does not clearly involve harassment. Because the relationship was consensual and both parties understood the challenges and consequences, it is not harassment. Two employees engaged in a relationship that did not work out; both are uncomfortable with the aftermath; one is complaining. Although their inability to work together is based on their past relationship, there is no intentional or unintentional harassment. The organization can hold both of them responsible and should take action to help solve the situation (e.g., move one or both to other departments or locations). However, this situation is no different than two people simply not getting along based on various personality differences. This scenario presents an example of why many organizations have a “no dating” policy. Although such policies appear reasonable, they are difficult to enforce and maybe even not reasonable considering how much time we all spend at work.
6. Although Nadine’s behavior may be somewhat sexual, neither she, nor her co-workers are uncomfortable with their relationships. This does not constitute harassment. However, should other people, for example people visiting the office, complain about the bantering, the situation may approach a hostile environment.
7. Greece is a warm culture where physical contact between men is fully acceptable. Men often walk hand-in-hand and embrace freely to express their friendship and affection. Such close physical contact between men is uncomfortable and considered inappropriate in some other cultures. It is likely that Nicholas was acting in accordance to his culture’s norms and not paying attention to U.S. norms. While his actions made his co-workers uncomfortable, his intentions were most likely not what is believed. This case illustrates the importance of being aware of basic cultural differences when interacting with different cultures.
8. This is a clear case of sexual harassment. Although the harassing behavior is not within an organization and comes from “suppliers,” they are interfering with Kim’s ability to do her job and they are creating a clear hostile work environment. Kim’s manager is responsible and liable to address the issue with the construction company which is also both responsible and liable. The source of sexual harassment can be internal (e.g., boss or co-workers)

or external (e.g., customers, suppliers). In all cases, when a hostile environment exists and one's ability to work is affected, there is sexual harassment and it must be addressed.

9. This is a clear case of sexual harassment from a customer. It is no different than the first case in the series. The customer is pressuring an employee into a relationship with an implicit threat to withdraw the contract. Gary is facing a hostile work environment through unwanted sexual attention that interferes with his ability to get his job done. His manager must address the issue.

### **Other Key Points**

Students may treat sexual harassment as a "joke." They often see the victim as overly sensitive and not tough enough to handle the "real world." Such attitudes must be gently and firmly addressed.

Presenting a definition of sexual harassment may help:

Any action that creates a hostile work environment that interferes with accomplishing one's job. Managers and organizations *must* address the problem, and they are liable if they knew or should have known, but took no action.

Some points to address during discussion:

- The majority of sexual harassment cases are against women, but men can be victims as well.
- Sexual harassment is about power, not sex.
- The standards set by the U.S. Supreme court are based on what a "reasonable person" would find objectionable.
- Very few baseless cases of sexual harassment are filed.
- Victims of harassment, even when vindicated, often leave their organizations.
- Isolated cases of harassment if not addressed, can affect the culture of the organization.
- Implementing standards of collegiality, civility, and concern for others throughout the organization can help create a positive culture.
- Training about sexual harassment (for example through scenarios such as these) can help prevent its occurrence in many cases.

**Overall:** The scenarios are engaging and engender lively discussions. Instructors must be very careful about monitoring their students and preventing the discussion to degenerate into sarcastic comments and jokes and, in some cases, harassment of others who disagree. If the class does get out of control (it has happened to me once), it can serve as a "teachable moment" to show the impact of a hostile environment on expression of ideas and learning.

## Self-Assessment 2.1: What is Your Primary Cultural Background?

This self-assessment is designed to enhance students' awareness of their own cultural background and its potential influence on them. There are no right or wrong answers. It is a good assignment for students to complete after reading the chapter and prior to coming to class for the discussion of culture. Because many students come from multiple cultural backgrounds, they can be asked to identify their primary background as well as others they believe are significant.



### Course Assignment

The self-assessment can be used as a course assignment asking students to apply the concepts they learned in the chapter to analyze and understand their own cultural background. They could use any or all the cultural values model and identify the values that they recognize and provide examples of each. For example, a student with a Mexican background would address the importance of family and community, the authority of male parents, recount stories they have heard that may reflect the importance of community and respect of authority. They could also address to what extent they personally rely on those values and how their own behavior may reflect them.

If students are from several different backgrounds, this self-assessment can help them identify potential areas of agreement or conflict among the various cultural values they hold. In some cases, students are keenly aware of the differences (e.g., traditional versus modern values; role of women, and so forth). In other cases, this self-assessment may help them identify reasons why some of their values are either very strong or less so.

**Option:** Students can be grouped during class and asked to compare their cultural backgrounds and how they may influence their thinking and behavior. One alternative would be to create the teams based on similar backgrounds.

## **Self-Assessment 2.2: Do You Have a Cultural Mindset?**

This self-assessment helps students evaluate the degree to which they have a cultural mindset. There are no right or wrong answers. It should be assigned after reading the chapter, and preferably even after class discussion, about the topic to assure that students have a solid understanding of the concepts before completing the assignment.



### **Course Assignment**

Having an indication of the degree of cultural mindset can provide students a springboard for identifying goals for change and improvement. They can be asked to review each of the questions on the questionnaire and identify areas they may want to target for development. The assignment can serve as a reflection and action plan to help students develop a stronger cultural mindset. The depth and richness of their reflection, analysis, and action plan can be the basis for grading.

### **Self-Assessment 2.3: Exploring Views of Women**

The self-assessment can be assigned to be completed before or after class. It helps students explore their personal views of women in various settings and helps them become aware of how such views may impact them in the workplace. For example, although they may perceive women to have a right to work, they also may believe that women's primary responsibility is to their family. Such potential contradictions can become the basis for self-awareness.



#### **Course Assignment**

The self-assessments can be used to develop students' self-awareness of their attitudes toward women and begin to address what impact such attitudes may have in their work relationship or in their role as leaders. Although one may expect male students to have more negative attitudes, female students may also hold values about women that may prevent them from succeeding or from helping other women succeed.



## **Leadership in Action: Leadership Based on Ancient Principles**

### *Case summary*

The case presents the leadership and culture of the Tata group, India's industrial conglomerate which includes an information system, steel, energy, consumer goods, and hospitality companies inside and outside of India including Jaguar, Land Rover, and Daewoo Motors. The company is family-owned and run. The leadership was recently transferred from Ratan Tata who led for 21 years to Cyrus Mistry. The strength of the management of Tata came to light during the 2008 terrorist attack on one of the Tata-owned hotels in Mumbai where employees selflessly helped trapped guests escape. The Tata group emphasizes cultural diversity and aims at marrying Western capitalist principles with ancient traditions.

1. What are the characteristics of Tata's leadership?

The Tata family and the company's top leadership are Parsi's who are related to Zoroastrians, a religion that dates back more than 2,500 years to ancient Persia. Zoroastrians are still practicing in parts of India and modern Iran. Parsi cultural values include integrity, hospitality, humility, kindness, and selflessness. These values are present in the leadership of Ratan Tata who is known for his humility, tolerance, and low-key, but strong leadership.

2. To what extent do you think culture plays a role?

Within India, the Tata group heavily recruits from rural areas where people still hold the traditional values that it emphasizes. However, a majority of the company's business is outside of India. Therefore, Tata focuses on cultural and global diversity as one of its strengths. The fact that India is a highly diverse culture and the owner has strong cultural values both have influenced the emphasis on culture and diversity.

3. Can the management style be implemented elsewhere?

While the cultural values are unique, Tata has successfully married Western business practices and ancient Indian principles. Many of the latter are consistent with current leadership theories such as those presented in Chapter 6, particularly servant leadership and authentic leadership. Tata is not just an Indian company; it is a global conglomerate. The principles it relies on have already worked in non-Indian cultures and therefore are likely to be transferrable to non-Indian companies.

## **Narian Bridges Role Play Instructions**

### **Instructions for Mr. Dafti**

Your culture focuses on harmony and respect for tradition and authority. You are taught from very early in life that disagreeing with others is rude and a sign of selfishness. Differences in points of view are expressed very gently and in an extremely roundabout way. As a result, business discussions are often veiled and lengthy. Leaders and bosses do not discuss the details of business deals. Even major contracts operate on a handshake from the leaders and there have been many conflicts with Western companies over the need to draft precise legal contracts. Narians find this aspect of Western business insulting and accept it very reluctantly.

You come from an old aristocratic Narian family with close ties to the monarchy. You have received your higher education in Europe and Austria. As is the case with many wealthy Narians, you have traveled extensively throughout the world and are very knowledgeable in the cultures and customs of European countries. Your family spends a good deal of its time in Europe every year, and your two daughters are currently going to college in France and Switzerland. However, you have less familiarity with the United States, as you have only been there on two official trips.

Although you are aware of the importance of the United States to your country's development, you are not very fond of their presence in Nari. You would prefer working with Europeans whom you find more cultured and more "civilized." The King, however, would like closer ties with the United States and has asked that U.S. companies be given every possible consideration. Americans seem to you to be rude, pushy, and unruly and lacking proper respect for tradition and authority. Your dealings with U.S. companies have led you to believe that their eagerness for contracts with your country often clashes with your culture and way of life. However, the construction company you have been working with on the bridge project has, so far, been easy to work with, and you have found the young engineer in charge of the project, whom you have met once at a cocktail party, to be charming.

The bridge project is particularly interesting to you because one of the bridges that are planned is located near a number of historical and religious sites and its placement and design need to be in harmony with the environment. Therefore, you have personally made several key decisions regarding that one bridge. You are aware that the U.S. construction company is not happy about your choices, but that does not concern you as you believe that their role is to implement the wishes of your government. You have already made up your mind based on the needs of your country. Naran and Touran have been instructed to carry out your wishes and work on the details of the plans.

The head project U.S. engineer has asked for a meeting, and you are welcoming the opportunity to get to know him/her better, particularly in light of your positive first impression and your two associates' friendship with him/her.

During this meeting, your goal is to solidify the social relationship that is essential to a good business relationship.

## **Narian Bridges Role Play Instructions**

### **Instructions for Naran and Touran**

Your culture focuses on harmony and respect for tradition and authority. You are taught from very early in life that disagreeing with others is rude and a sign of selfishness. Differences in points of view are expressed very gently and in an extremely roundabout way. As a result, business discussions are often veiled and lengthy. Leaders and bosses do not discuss the details of business deals. Even major contracts operate on a handshake from the leaders and there have been many conflicts with Western companies over the need to draft precise legal contracts. Narians find this aspect of Western business insulting and accept it very reluctantly.

You are both from the higher levels of Narian society. You have traveled extensively around the world and are both U.S.-educated with a BS in Engineering and a Masters in Business. Like many young Narians, you find the excitement of the West, particularly the United States, appealing. You have many American and other Western friends, and you enjoy the openness and relaxed interactions that you have with them. You have a good relationship with the U.S. project head whom you have met on a number of work and social occasions.

In spite of your interest in the West, you remain Narian at heart and you have no ambivalence about your loyalties to your culture and country. The focus on harmony and civility in your culture remains a key focus for you. Like all Narians, you have a strong respect for authority, particularly for Mr. Dafti who has been a mentor for the two of you. You also know his family very well.

You are both aware of the potential problem with one of the bridges. The head U.S. engineer has mentioned it to you. However, you have complete faith in Mr. Dafti's skills as an engineer and a manager. You have found the U.S. construction company's insistence on change irritating and have interpreted it as a typical sign of Western impatience and lack of knowledge of Nari. You have tried to explain the reasons to the U.S. engineer without being rude, but you are not sure that you were able to get through. You are welcoming the opportunity for Mr. Dafti to get to know the head project engineer in order to establish better relations. Your role as Mr. Dafti's associates is to hash out the finer details later.

During this meeting, your goal is to solidify the social relationship that is essential to a good business relationship. You also want to avoid any potential conflict that may jeopardize Mr. Dafti's trust of the new U.S. associates.

## **Narian Bridges Role Play Instructions**

### **Instructions for the head U.S. engineer**

The Narian Bridge Project is key to your company's success. Although your company has done a lot of business all over the world, this is the first time it has been able to win a contract in Nari by beating several European firms in what appeared to be a secret, very confusing negotiation process. You are still not sure why you were awarded the contract, but are confident that you can perform.

You have been with your company for eight years. As a result of your focus on international management in your MBA, your excellent technical skills, your outstanding performance, and your interest in foreign assignments, you have been put in charge of the key Narian project. You have already spent three successful years overseas, six months of which were spent in another middle-eastern country. You have been in Nari for two months and have very much enjoyed your stay. The culture is very warm and you have made friends with many young Western educated Narians who seem to share many of your values. You have even been trying to recruit several of them to leave Nari to join your firm, but have so far been unsuccessful.

You have instructions from your company to finalize the details of the bridges. Particularly, you need to change the design on one of the bridges. Although you have not had the opportunity to go to the site, your team has. Their analysis, and you agree with it, clearly shows that the location selected for one of the bridges and the design that has been proposed is unworkable. You are proposing to move the location by only three miles and build a much simpler and more functional bridge. Unless you can change the design, you will not be able to complete the project.

Your associates have also been in Nari for more than six months. Like you, they speak a few words of Narian and have found the culture to be welcoming. Their background is more technical and they have the expertise to evaluate and change the design more than you, whereas you have expertise in international negotiations.

You are very optimistic about being able to achieve your goal of reaching a clear final agreement. You have had the contracts with the final changes drafted by your lawyers and reviewed by a Narian attorney. You have them ready for Mr. Dafti. You have met Mr. Dafti once before and found him to be charming. You are close friends with his two associates and, given their background, education, and your conversations with them, you know that they are aware of the location problem. Although you have not been able to get a clear commitment from them, you think that they will support you. You were granted the meeting with Mr. Dafti within days of requesting it. You are ready to do some business!

Your goal is to obtain final agreements as soon as possible, including changes in design of that one bridge, and succeed in this contract in the hope of continued cooperation.

## **Narian Bridges Role Play Instructions**

### **Instructions for the U.S. team members**

The Narian Bridge Project is key to your company's success. Although your company has done a lot of business all over the world, this is the first time it has been able to win a contract in Nari by beating several European firms in what appeared to be a secret, very confusing negotiation process. You are still not sure why you were awarded the contract, but are confident that you can perform.

You each have been with your company for more than five years. As a result of your excellent technical skills, your outstanding performance, and your interest in foreign assignments, you have already been assigned to several foreign countries as technical advisors on a variety of projects. You both tend to spend a limited time in each country, but you have gained considerably successful experiences. Nari has been one of your longer assignments. You have been here for more than six months and have picked up some of the language. You have found the culture to be welcoming. You have made friends with many young Western educated Narians who seem to share many of your values.

Your role has been to hash out the technical details, and, in that capacity, you have worked with several Narian engineers and have met Naran and Touran on many occasions. Your analysis clearly shows that the location selected for one of the bridges and the design that has been proposed are unworkable. You have proposed to move the location by only three miles and build a much simpler and more functional bridge. Unless you can change the design, you will not be able to complete the project. Your attempts at discussing the problem with your Narian counterparts have not been successful. You hope that the new head U.S. engineer can negotiate the change during an upcoming meeting with Mr. Dafti.

During this meeting, your goal is to support the head U.S. engineer to obtain final agreements as soon as possible, including changes in design of that one bridge and succeed in this contract in the hope of continued cooperation.

**Instructions for LEADERSHIP AND GENDER**

**Male gender roles**

Your team's task is to list the typical personality traits and behaviors associated with the male gender roles in the United States.

Be prepared to present your list to the class.

You have 15 minutes.

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**Instructions for LEADERSHIP AND GENDER**

**Female gender roles**

Your team's task is to list the typical personality traits and behaviors associated with the female gender roles in the United States.

Be prepared to present your list to the class.

You have 15 minutes.

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**Instructions for LEADERSHIP AND GENDER**

**Characteristics of leaders**

Your team's task is to list the typical personality traits and behaviors associated with traditional leaders in the United States.

Be prepared to present your list to the class.

You have 15 minutes.