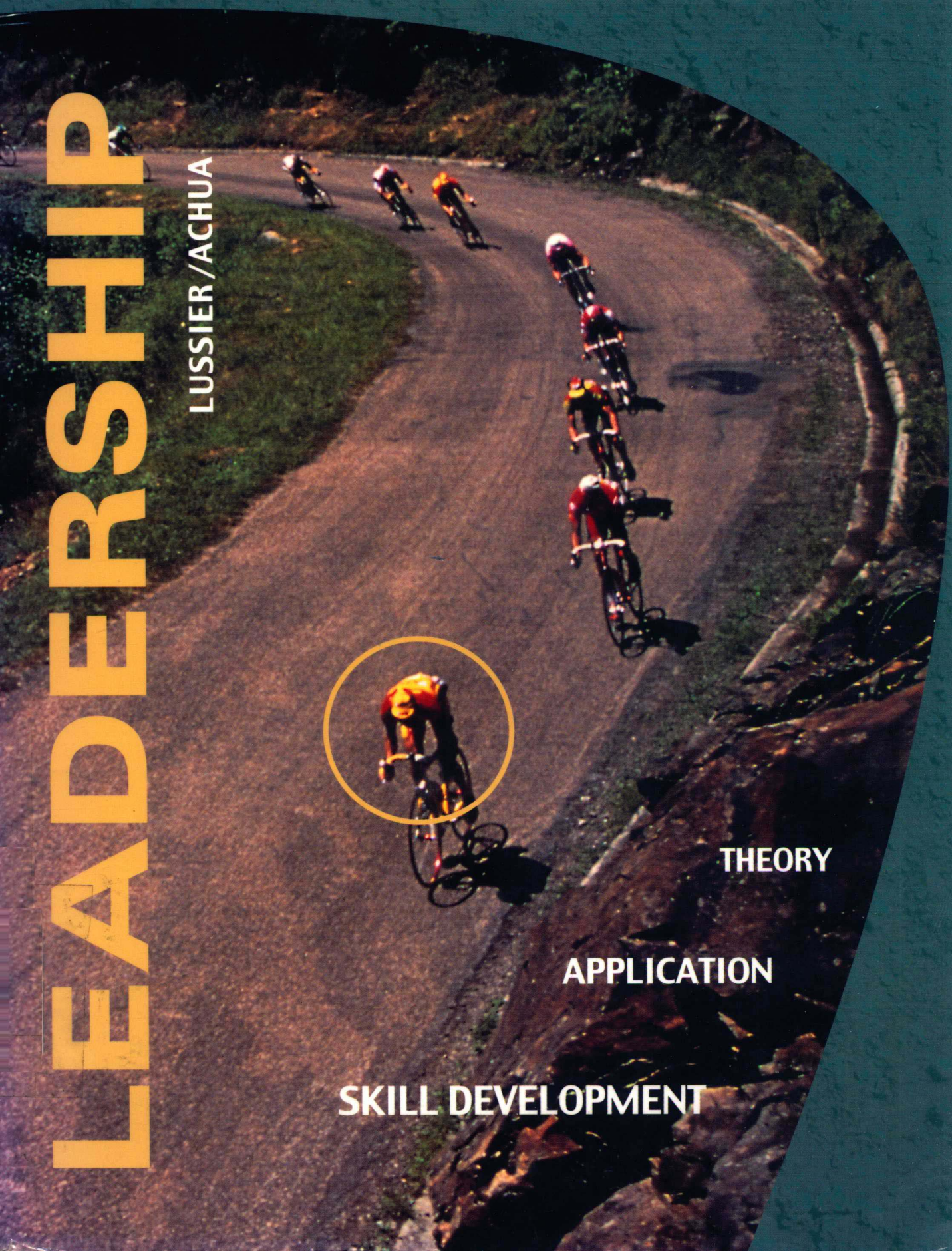
LEADERSHIP

LUSSIER/ACHUA



THEORY

APPLICATION

SKILL DEVELOPMENT

LEADERSHIP

Theory • Application • Skill Development

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This book is printed on acid-free paper.

Dedication

To my wife Marie and our six children: Jesse, Justin, Danielle, Nicole, Brian, and Renee

Robert N. Lussier

To my mother, Theresia Sirri Achua, for whom I am eternally grateful; and to my children—Justin, Brooke, Jordan, Cullen, and Valery—to whom I owe so much. I love you all and treasure the blessings of being your father and friend.

Christopher F. Achua

- To create a variety of high-quality application material using the concepts to develop critical thinking skills; there are six different types of applications.
- To create a variety of high-quality Skill-Building Exercises that develop leadership skills that can be used in students' personal and professional lives; there are six different types of skill development material.
- To offer behavior-modeling leadership skills training.
- To make available a video package, including 10 behavior model videos and 12 *BusinessLink* video cases.
- To suggest self-assessment materials that are well integrated and illustrate the important concepts discussed in the text. Students begin by determining their personality profile in Chapter 2 and then assess how their personality affects their leadership potential in the remaining chapters.
- To provide a flexible teaching package, so that professors can design the course to best meet the leadership needs of their students. The total package includes more material than can be covered in one course. Supplemental material is included, thus only one book is needed—making it a low-cost alternative for the student.

FLEXIBILITY EXAMPLE

The textbook, with 11 chapters, allows time for other materials to be used in the leadership course. However, the textbook includes all the traditional topics in enough detail to use only the textbook for the course. It offers so much application (six different types) and skill-building material (six different types) that it cannot all be covered in class during a one-semester course. Instructors have the flexibility to select only the content and features that best meet their needs.

On the other hand, for those who want more up-to-date leadership coverage and for those who want students to use computers and the Internet, the MG website has more material than could be covered in several courses. The instructor can chose not to use the site at all, integrate the cutting-edge MG website material with the traditional leadership chapter coverage, or cover the traditional leadership topics first and then spend the end of the course focusing on the MG website. For more details on the MG website, visit **http://www.mgeneral.com**.

SPECIFIC COMPETITIVE ADVANTAGE—PEDAGOGICAL FEATURES

Three-Pronged Approach

The authors have created course materials that truly develop students into leaders. As the title of this book implies, we provide a balanced, three-pronged approach to the curriculum:

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- A clear understanding of the traditional theories and concepts of leadership as well as of the most recently developed leadership philosophies
- Application of leadership concepts through critical thinking
- Development of leadership skills

The three-pronged approach is clear in the textbook and is carried throughout the instructor's manual and test bank.

Theory

Leadership Theories, Research and References, and Writing Style. The book has been written to provide the best coverage of the traditional leadership theories, presenting the theories and research findings clearly without being bogged down in too much detail. The book is very heavily referenced with classic and current citations, and all appear at the end of the book as endnotes. Unlike the textbooks of some competitors, this book does not use in-text citations, to avoid distracting the reader and adding unnecessary length to the text chapters. Readers can refer to the endnotes for the complete citation of any sources they want to learn more about. Thus, the book includes all the traditional leadership topics, yet we believe it is written in a livelier, more conversational manner than that of our competitors.

The following features are provided to support the first step in the three-pronged approach—theory.

Step-by-Step Behavior Models. In addition to traditional theories of leadership, the text includes behavior models: how-to-steps for handling day-to-day leadership functions, such as how to set objectives, give praise, coach, resolve conflicts, delegate, and negotiate. There are also models to determine the appropriate leadership style in a given situation based on the capability level of the followers (contingency leadership), the development stage of the group (contingency group leadership), and the level of participation to use in decision making (contingency leadership decision making). These three models will be included with Skill-Building Exercises at the end of Chapters 5, 7, and 8.

The Management General (MG) Website. By visiting the MG "New Ideas" website at **http://www.mgeneral.com**, readers will be kept on the cutting edge of leadership. The MG website is updated monthly, and users can receive a monthly e-mail (MG Alert) to find out what's new each month. The MG home page offers eight unique areas to visit by clicking on the words at the bottom of the screen. Each area is described briefly here; visit the website for more details.

- *About* MG—*Information*. Information about the editor, Tom Brown, and about the site. Use of the MG website is free.
- *E-Books—Books Online*. Evolving and completed books with excellent graphics. The e-book *Anatomy of Fire* is featured in Appendix D.

- *Leader-Lines—News & Notes*. Well over 150 leadership insights and tips based on excerpts from current books and interviews with cutting-edge leadership authors.
- *Leaders—Ezzays*. Over 100 short leadership essays from prominent leadership thinkers, including Warren Bennis, Edgar Schein, and Peter Senge, regarding what leaders should be thinking of now. Visitors can respond directly to the authors.
- *Top 10—Best Books*. MG's selection of the top 10 resources of the year includes a discerning, critical list of the new books, videos, CD-ROMS, and other enduring resources that can help leaders.
- *Search—Site Map*. Search engine to enable readers to search all areas of the MG website by specifying the name of a person or organization, or by typing word(s) describing a concept. Links to other search engines—including About, AltaVista, Excite, HotBot, and Northern Light—are also provided here.
- *Supersite—LeadersLinks*. Over 1,000 URL hotlinks to other Internet sites that provide leadership information worthy of a "site cite" by MG. The sites are grouped under 10 category topics.
- *Contact Us—E-mail* MG. Visitors may send an e-mail to the editor.

Learning Objectives. Each chapter begins with learning objectives. At the end of the chapter, the learning objectives are integrated into the chapter summary. Key terms are also tied into the summary, making it both a summary and a glossary.

Key Terms. A list of key terms appears at the beginning and end of each chapter. Clear definitions are given for approximately 15 of the most important concepts from the chapter, and they are written in both the text (key term in bold and definition in italic) and in the margins so they are easy to find.

Chapter Summary and Glossary. The summary lists the learning objectives from the beginning of the chapter and gives the answers. For each chapter, the last learning objective is to define the key terms. To help students learn the key terms, the glossary section requires them to write the correct key term in the blank provided for each definition.

Review and Discussion Questions. These questions require recall of information generally not covered in the learning objectives. They are designed to get students thinking about and discussing the concepts presented in the text.

Test Bank (Assessing Understanding of Theory/Concepts) and Instructor's Manual Support. The test bank (print and electronic) includes traditional assessment of student knowledge. It also includes the learning objectives and review and discussion questions. The instructor's manual includes the answers to all the MG Internet Exercises and Review and Discussion Questions.

Application

The second prong of our textbook is to have students apply the leadership theories and concepts to develop critical thinking skills. Students can

develop their application skills through using the following six features.

Opening Case. Each chapter begins by introducing a manager and the organization he or she leads. Our unique feature is that we discuss the case as it applies to the leader and organization throughout the chapter, so that students can follow how a specific leader and organization use the text theories and concepts on the job. Organizational websites are provided so that students can get updated information about firms with Internet addresses. Appendix C, "How to Research Case Material Using the Internet," gives students basic information for using the Internet as a research tool.

Work Applications. Scattered throughout each chapter are open-ended questions that require students to explain how the text concepts apply to their own work experience. Student experience can be present, past, summer, full-time, or part-time employment. The questions help the students to bridge the gap between theory and their real world. The Work Applications are also included in the test bank, to assess student's ability to apply the concepts.

Work Application
Recall a specific task that your manager assigned to you. Identify which steps the manager did and did not use in the oral message-sending process.

Applying the Concept. Every chapter contains a series of "Applying the Concept" boxes that require students—in a specific, short example—to determine the leadership concept being illustrated. All the recommended answers appear in the instructor's manual with a brief explanation. In addition, the test bank has similar questions, clearly labeled, to assess students' ability to apply the concepts.

Applying the Concept 1-1

Leadership Managerial Roles

Identify each of the 15 behaviors by its leadership role. Write the appropriate letter in the blank before each item.

Interpersonal roles
a. figurehead
b. leader
c. liaison

Informational roles
d. monitor
e. disseminator
f. spokesperson

Decisional roles
f. entrepreneur
h. disturbance-handler
i. resource-allocator
j. negotiator

___ **1.** The leader is talking with two employees who were verbally fighting and refuse to work together.
___ **2.** The leader is holding a meeting with his followers to discuss a new company policy.
___ **3.** The production leader is talking to a maintenance person about fixing a machine.
___ **4.** The leader is conducting a job interview.
___ **5.** The sales leader is signing an expense reimbursement form for a sales representative.
___ **6.** The leader is holding a press conference with a local newspaper reporter.
___ **7.** The leader is assigning followers to various accounts and giving them the files.
___ **8.** A follower is asking the leader for a raise.
___ **9.** The leader is presenting organizational pins to employees for five years of service during a special meeting of all organizational unit members.
___ **10.** The leader is reading the daily e-mail.
___ **11.** The leader and his manager, who must authorize the funding of the project, are discussing having new customized software developed for the leader's department.
___ **12.** The leader is disciplining a follower for being late again.
___ **13.** The leader is visiting another organizational unit to watch how it processes work orders.
___ **14.** The leader of a stock brokerage branch is trying to get the telephones turned back on so brokers can use the phone.
___ **15.** The leader is having new customized software developed for the organizational unit.

MG Internet Exercises. Each chapter includes two exercises requiring students to go to the MG website and get current leadership ideas by reading parts of E-books, News & Notes, Ezzays, and by searching the MG (or other leadership) site to get up-to-the-minute ideas about current thinking on the traditional topics presented in the chapter. Appendix B provides matrixes showing where the topics found in the textbook can be found in the MG website. We are the first college textbook to use the MG website.

Cases. At the end of each chapter is a case, typically including an Internet address. Answers to the case questions are included in the instructor's manual. See Appendix C for information on using the Internet to research cases.

Video Case

Communication—Valassis Communications (14 minutes)

Case Summary

Valassis Communications, also the video case company in Chapter 3, prints coupon inserts for various publications reaching 57 million households each Sunday. Valassis is listed in Fortune's Top 100 best places to work. CEO Dave Brandon says that with *communications* in its company name, they take organizational communications very seriously. Valassis organized its new headquarters with open communications as a theme to be integrated into the design.

Learning Objective

To better understand how a successful company uses communications.

Critical Thinking Questions

1. What factors might influence organizational communications at Valassis?
2. How might the emphasis on organizational communications have influenced management decisions at Valassis?
3. How might Valassis use technology to improve its organizational communications?

Video Cases. All chapters include at least one *BusinessLink* video case. Seeing actual leaders tackling real management problems and opportunities enhances student application of the concepts. The video cases include critical thinking questions. Answers to the video case questions are included in the instructor's manual.

Test Bank (Assessing Application Ability) and Instructor's Manual Support. The test bank includes work application and applying the concept questions. The instructor's manual contains detailed answers for all of the application features.

Skill Development

*skill builder

The difference between learning about leadership and learning to be a leader is the acquisition of skills, our third prong. This text focuses on skill development so students can use the leadership theories and concepts they learn to improve their personal and professional lives.

Self-Assessment Exercises. Included within each chapter, and as part of several Skill-Building Exercises, are Self-Assessment Exercises. Students will use these exercises to gain personal knowledge about themselves. All information for completing and scoring the assessments is contained within the text. Students determine their personality profile in Chapter 2 and then assess how their personality affects their leadership in the remaining chapters. Self-knowledge leads students to an understanding of how they can and will operate as leaders. Although they do not develop a specific skill, self-assessment exercises serve as a foundation for skill development.

Case Role-Play Exercise. Following each case are instructions to prepare students to conduct an in-class role-play, based on a situation presented in the case. Through role-playing, students develop their skill at handling leadership situations. For example, students are asked to conduct a

motivational speech to influence followers to change, and to present a brief business plan to open a new business venture of their choice.

Behavior Model Videos. There are 10 behavior model videos that reinforce the development of skills. The videos demonstrate leaders successfully handling common leadership functions, using the step-by-step behavior models discussed earlier in the "Theory" section.

Behavior Model Video

Mediating Conflict Resolution

Objective

To view the process of mediating a conflict resolution between employees.

Video (6 1/2 minutes) Overview

This is a follow-up to the advertising agency conflict (Video 4-4). The two employees end up in conflict again. Their manager, Peter, brings them together to resolve the conflict by following the steps in "Mediating Conflict Resolution" (Model 4-5 in text).

Skill-Building Exercises. There are between one and four Skill-Building Exercises at the end of each chapter. We use the term *skill-building exercise* only in referring to an exercise that will develop a skill that can be used in the students' personal or professional life at work. In addition, each skill-building exercise is clearly labeled to indicate its appropriateness for:

Individual Focus. Students make individual decisions about exercise questions before or during class. Students can share their answers in class discussions, or the instructor may elect to go over recommended answers. I

Group/team Focus. Students discuss the material presented and may select group answers and report to the class. G

Role-Play Focus. Students are presented with a model and given the opportunity to use the model to apply their knowledge of leadership theories through role-playing exercises. R

Behavior-Modeling Skills Training. Seven of the Skill-Building Exercises may be used as part of behavior modeling by using the step-by-step models in the text and the behavior model videos. Meta-analysis research has concluded that behavior-modeling skills training is effective at developing leadership skills. For example, students read the conflict resolution model in the text, watch the video in class, and then complete a skill-building exercise (role-play) to resolve a conflict, using the model and feedback from others.

Behavior Model Skills Training

Session 4-2

In this behavior model skills training session, you will perform three activities:

1. Read "Improving Performance with the Coaching Model" (to review how to use the model).
2. Watch Behavior Model Video 4-3, Coaching.
3. Complete Skill-Building Exercise 4-3 (to develop your coaching skills).

For further practice, use the coaching model in your personal and professional life.

Exercises. Some of the chapters include exercises that develop generic leadership skills, rather than a specific skill that can be used on the job. Most of these exercises are group discussion or project oriented.

Test Bank (Assessing Skill Development) and Instructor's Manual Support. The test bank includes skill development questions. The instructor's manual contains detailed answers for all of the skills features in the text, including timing, information, answers, logistics, and so on. It also explains how to test on the specific Skill-Building Exercises and provides information that can be shared with students to help them prepare for exams.

ANCILLARY SUPPORT

Instructor's Manual with Test Bank

The instructor's manual and test bank are organized to complement the three-pronged approach of the text—theory, application, and skill development. The instructor's manual includes the following features:

- An introduction that discusses possible approaches to the course, and provides an overview of possible uses for various features and how to test and grade them. Explores the use of permanent groups to develop team leadership skills, and provides guidance in the development of a course outline/syllabus.
- Chapter outline material
- Answers to Applying the Concept, Review and Discussion Questions, Cases, and Video Cases
- Instructions and guidelines/ideas for the case role-playing exercises, MG Internet Exercises, Exercises, and Skill-Building Exercises. In addition, answers are provided for any features that have objective answers.
- The test bank offers over 800 true/false, multiple choice, and fill-in-the-blank questions to choose from. In addition, the authors also provide clearly distinct questions to test each of the three components of the text—theory, application, and skill development.

PowerPoint. PowerPoint is available for a more flexible and professional presentation in the classroom.

Behavior Model Videos: These videos are provided to reinforce the development of skills identified in the text. The videos teach students, step-by-step, how to handle common leadership functions such as setting objectives, giving praise, coaching, resolving conflict, delegating, and negotiating. Ten video modules are provided at no charge to adopters of the text.

Video Cases: Included in the supplement package are 12 custom-produced videos that are part of South-Western's *BusinessLink* series. These videos show real businesses dealing with issues that are discussed in the text. Twelve video cases are provided at no charge to adopters of the text.

Management General Website: The MG Website is available free to students at **http://www.mgeneral.com**.

SUMMARY OF KEY INNOVATIONS

- The three-pronged approach (theory, application, skill development) in the textbook and corresponding assessment of the three areas in the test bank
- Unique skill-building materials that develop leadership skills for use in students' personal and professional lives

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- Use of the Internet to provide additional cutting edge leadership information
- An unsurpassed video package with 12 *BusinessLink* video cases and 10 behavior model videos
- Flexibility—use any or all of the features that work for you

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I dedicate my first acknowledgment for this book to Judi Neal, University of New Haven, because of her influence on my work and this leadership book. Judi indirectly influenced my use of the three-pronged approach by making me aware of an article in the *Journal of Management Education*[1] comparing my *Human Relations in Organizations: Applications and Skill Building*[2] to other skills books. Author John Bigelow gave it a top rating for a general OB course in "Managerial Skills Texts: How Do They Stack Up." I got the three-prong idea by reading John's article suggestions for improving skills training books (thanks, John). The three-pronged approach has been used successfully in the new fourth edition, and in my current book, *Management Fundamentals: Concepts, Applications, and Skill Development*, also with South-Western, copyright 2000. The three levels of analysis framework for this book was Judi's idea. Judi introduced me to using the MG website as a supplement to the book, and I thank her for introducing me to Tom Brown, its editor (who gets his own thanks). I'm deeply honored that she wrote Appendix A, "Spirituality in the Workplace."

I thank Tom Brown for reviewing and giving his input about using the MG website in Appendix B and the chapter exercises, and for creating a seamless integration between the book and website. I'm amazed at how he continues to add cutting-edge leadership material from the leaders in the field month after month. My students, who use the MG website, also thank him.

Justin Lussier also desires credit for reviewing Appendix B, "Basic Information about the Internet and Its Software."

I also want to thank my mentor and co-author of many publications, Joel Corman, for his advice and encouragement during and after my graduate education at Suffolk University.

I hope everyone who uses this text enjoys teaching from these materials as I do.

Robert N. Lussier
Springfield College

My very first acknowledgment is to my co-author, Bob Lussier. His friendship and mentoring have been a blessing and a heartwarming experience. He is my inspiration; I am forever indebted to him for giving me the opportunity to work together in writing this book. Second, I would like to thank my professor in graduate school, Dr. H. Igor Ansoff, for his masterful skills at imparting his pioneering theories in strategic management and leadership during the three years I spent with him. His multidisciplinary approach both to theory and to the practical tools that help organizations succeed in turbulent environments is evident in the three-pronged approach we have taken in writing this book.

Deep gratitude is expressed to Linda Meade for her ability to focus on the typing and revision of chapters on a timely basis and for work beyond the call of duty. Recognition and thanks also go to my colleagues here at the University of Virginia's College at Wise, and to friends and family members who have always been there for me.

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