

Unit 2

Leadership Theory and Application

Being a Leader

Chapter 1

Lesson 1

Leadership Defined



Key Terms

behavior
direction
leadership
motivation
purpose

What You Will Learn to Do

- Identify your leadership strengths and opportunities for improvement

Linked Core Abilities

- Communicate using verbal, nonverbal, visual, and written techniques
- Take responsibility for your actions and choices
- Treat self and others with respect

Skills and Knowledge You Will Gain Along the Way

- Describe leader behaviors that create the desire to follow
- Explore leader behaviors related to purpose, direction, and motivation
- Identify ways to develop leadership behaviors
- Define the key words contained in this lesson

Introduction

It is important to have a clear definition of leadership and a precise vision of what it takes to lead. This lesson covers leadership behavior and how those actions relate to purpose, direction, and motivation. You learn how to identify way to develop your own personal leadership behaviors.

Defining Leadership

One definition of **leadership** is the ability to influence others to accomplish a mission in the manner desired by providing purpose, direction, and motivation.

Purpose is the reason for doing what has been requested. **Direction** gives the knowledge to do what has been requested. **Motivation** gives others the will to do what has been requested.

The interaction between purpose, direction, and motivation create a variety of situations that require specific leader and follower **behaviors** to accomplish the mission; therefore, the BE, KNOW, DO leadership framework can be applied to both leader and follower. The role of the leader and follower in a specific situation is seen in Figure 1.1.1.

Peter Drucker, a highly regarded researcher of management and organizations, defines a leader as someone who has followers, gets followers to do the “right thing,” sets examples, takes responsibility, asks what needs to be done, is tolerant of diversity, and is a “doer.”

Within organizations, people are assigned to positions of authority and responsibility. They have others reporting to them for whom they are responsible. This is called the chain of command and is an important part of organizational structure. In team sports, the coach is the leader and gives direction to team members. A similar structure exists in scouts, churches, schools, and government.

Drucker’s definition of leadership, however, is not confined to a leader assigned to a position within a chain of command. If you have no followers, there is no one to lead and therefore no leader exists. If you have followers, assigned or otherwise, that you are influencing to accomplish something, Drucker would identify you as a leader.

Key Note Terms

leadership – the ability to influence, lead, or guide others to accomplish a mission in the manner desired

purpose – something set up as an object or end to be attained

direction – an explicit instruction

motivation – provide a need or a purpose which causes a person to want to do something

behavior – the manner of conducting oneself

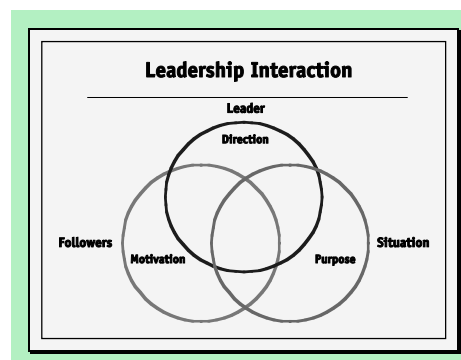


Figure 1.1.1: Leadership interaction.

Courtesy of CACI.

As a high school student do you think of yourself as a leader? Do you influence others? Your friends? Your brother or sister? Do you influence members of a team in your school? Your church? Scouts? JROTC? Sure you do!

You may not have the chain of command positional authority, but you lead by setting the example for your brothers and sisters. You persuade your friends to do something they had not thought possible. You even lead yourself. In fact, that is where leadership begins—WITHIN YOU!

Being a leader is an awesome responsibility. Are you leading others to do the right thing? Take a look at a few case studies. After you have read all three cases, make a list of the leader behaviors in each and identify if they were used effectively, ineffectively, or not at all; then, add any leader behaviors you think would be important to you. Finally, ask yourself, which leader behaviors do I possess right now? And, which behaviors do I need to improve to become a good leader?

Case Studies

Which leader behaviors do you possess right now? Which behaviors do you need to improve to become a good leader? Think about these two questions as you read the following case studies. They will give you the opportunity to see how three very different people effectively used some leadership behaviors, failed to use others effectively, or did not apply some of them at all. Read each case study carefully.

Case #1

Jon is normally an average student; however, when he takes charge of a group to complete a project, his work and the finished effort of the group are always outstanding.

When asked about his group's results, his teammates proudly answered, "Jon makes it easy for us to complete our tasks. He helps us and makes suggestions when we need help, but he lets us do the work. If we have a problem, he always listens to our ideas on how to fix it.

"Because he is always excited about what he is doing, we get excited, too. He seems to know all he can about a task before we get started on it. While we are doing the task, he respects our views about how to complete it. He effectively uses the talents of everyone on the team, and he makes smart decisions. He is always there for us if we need him and, somehow, he still finds the time to do his share of the project. Because of his effective work habits, he instills good work habits in us also.

"He accepts responsibility for the outcome of our tasks, whether good or bad. None of us wants a project to be done poorly, but he does not blame others for any mistakes that he or the team may have made. After finishing one task, we are always glad to begin the next project under his direction."

Would you like to be a member of Jon's team? What are his desirable characteristics? What are his undesirable characteristics?

Case #2

Maria knows exactly what her position is all about. She gets excited whenever an instructor assigns her a project because she knows that she can get it done. Sometimes, she even suggests projects to her instructor. Based on her ideas, the instructor usually assigns them to her and her team.

Maria is highly motivated and has very structured work habits. She likes to map out a project in which everything is her decision. She then tells her team members how to do each step of their tasks according to her direction. She watches everything that her team members do, and if they appear to be doing a task differently from her plan, she criticizes them.

Maria got upset once when a teammate was caught cheating. At first, she was afraid to talk to that person about the incident, and she did not know what to say to her peers who had also heard about it. Finally, after asking herself how she would like to be treated if she were the one involved, she called a team meeting.

At the meeting, Maria informed everyone that all team members make mistakes, not only as a team but also as individuals. She hoped that if they ever had any problems, they would turn to her and/or to another team member for help. They agreed.

Would you like to be a member of Maria's team? What are her desirable characteristics? What are her undesirable characteristics?

Case #3

Brian is an easygoing person. He wants to complete projects with plenty of time left so that he and his friends on the team can relax. After he assigns tasks to each of his team members, he lets them figure out the best way to complete the tasks—without giving them any help, direction, or supervision. Plus, he rarely makes any decisions.

Then, when the time comes to complete the project, he still turns it in even though parts of it are not finished. When the final grade comes back, his group makes the lowest mark in the class, prompting an instructor to ask, "Why wasn't your project done?"

Brian passes the blame on to his team members by saying, "They didn't complete their parts like they should have. I don't believe that I should have to be responsible for or to receive a bad grade because of their sloppy efforts."

When the other team members find out their grades, they approach Brian, "Why didn't you tell us everything that we were supposed to do? We could have worked harder and did it better if we had just known."

Would you like to be a member of Brian's team? What are his desirable characteristics? What are his undesirable characteristics?

Reflection Questions

These three case studies illustrate the positive and negative application of leader behaviors. Do you possess any of them? What do you appreciate most about your leader behaviors? Can you identify which behaviors you need to work on to become an effective leader? Would you like to change or add any of them? Can you identify any positive behaviors in other people that you would like to adopt? In the next case study, see if you can pick up ways to add new leadership behaviors to your character.

Case #4

Jason North had an opportunity one day to visit his father at work. He noticed that his dad's employees worked very hard for him. However, Peter, a mechanic who had worked on the assembly line for many years, seemed to resist all friendliness or help from the others. He also avoided speaking to Mr. North most of the time.

That afternoon, while the other employees and Jason were present, Mr. North approached Peter. He asked him, "What do you think of us purchasing the MXR-78 to help increase the production of the assembly line?"

Peter answered, "Why are you asking me? I really don't know much about it."

Mr. North responded, "You have a lot of experience here, and I would like you to find out if the MXR-78 would make the line run more efficiently. So, will you do this for me?" With urging from the others, Peter accepted.

Later that evening, Jason asked his dad, "Why did you ask Peter to do that job?" Mr. North replied, "Peter is a reliable and experienced employee. He just needed some individual recognition. So, I gave him that assignment to make him feel more a part of this team."

Note

Although the previous story is just one example that pertains to only several leadership behaviors, Jason can definitely learn from his father's approach in dealing with Peter. A positive role model like Mr. North can be a powerful influence in one's desire to adopt another person's positive leadership behaviors.

Making the Change

After you identify behaviors that you want to have, then what? Think of ways to fit the behavior into your personality and into the way you want to lead. Use that skill whenever it is appropriate—practice will make it a part of your style.

On the other hand, changing a negative behavior into a positive one is not easy. It may be similar to breaking an old habit. Use the following steps to change a negative behavior:

1. **Realize the need for change.**
2. **Have a positive attitude toward the change.**
3. **Follow through.**

Change is never easy, so keep trying. Just like other tasks, change requires dedication and perseverance.

Conclusion

Now is the time to begin identifying the leadership behaviors that you would like to possess. By adding new behaviors and/or changing negative ones, you can have a major influence on the development of your leadership potential. If you can perform a task a certain way and can see it through to completion, this positive behavior can become a lifetime habit.

The next lesson covers leadership traits, behaviors, and contingencies. You will continue to study what makes an effective leader, and how you can hone your leadership skills.

Lesson Review

1. What did you learn about how you influence others?
2. How effective do you think you are in influencing others?
3. Are there some leadership characteristics you would like to adopt? Why?
4. Define the term *motivation*.