**Instructor’s Manual**

***The Art and Science of Leadership***

**Seventh Edition**

**Afasaneh Nahavandi**

**Table of Contents**

**SECTION ONE**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Page**

INTRODUCTION, COURSE OUTLINES 3

**SUMMARY OF EXERCISES AND 10**

**SUGGESTED ASSIGNMENTS**

SECTION TWO

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CHAPTER MATERIALS 17

PART ONE

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

BUILDING BLOCKS

Chapters 1 through 5 present the building blocks and foundational theories **18**

of leadership.

CHAPTER 1

DEFINITION AND SIGNIFICANCE OF LEADERSHIP 19

CHAPTER 2

THE GLOBAL AND CULTURAL CONTEXTS 32

CHAPTER 3

THE FOUNDATIONS OF MODERN LEADERSHIP 54

CHAPTER 4

INDIVIDUAL DIFFERENCES AND TRAITS 74

CHAPTER 5 85

POWER

PART II

CONTEMPORARY CONCEPTS

Chapters 6 and 7 present theories that currently dominate the field of leadership including charismatic, transformational, and authentic leadership, and a consideration of upper-echelon and nonprofit leadership

**CHAPTER 6**

Current Era in Leadership: Inspiration and Connection to Followers 99

**CHAPTER 7**

Other Leadership Perspectives: Upper Echelon and Nonprofit Leadership 113

PART III

**LEADING**

Chapters 8, 9, and 10 focus on key aspects of leading people and organizations including leading teams and change and developing leaders.

CHAPTER 8

LEADING TEAMS 130

CHAPTER 9

LEADING CHANGE 146

CHAPTER 10

DEVELOPING LEADERS 160

INTRODUCTION

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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.
* </inst><title>*We all can learn to become better leaders.*</title><para><inst> </inst>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.
* <listitem><inst></inst><title>*A cross-cultural perspective is essential to understanding leadership.*</title><para><inst> </inst>Leadership is not a culture-free process.</para></listitem>
* *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* <listitem><inst></inst><title>*Application and practice are essential to learning.</title><para><i*nst> You cannot lear 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:

</para>

* <itemizedlist mark="bull"><listitem><inst>Close to two hundred new references have been added throughout the chapters, almost all dating from 2010 forward.
* <listitem><inst>Close to 150 </inst><para>references were removed either because newer, more current research was available, the examples no longer fit, or leaders had left or retired.</para></listitem>
* Updated and revised learning outcomes for each chapter.</inst><para></para></listitem><listitem><inst>
* 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.

Each

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

</para><itemizedlist mark="bull"><listitem><inst>

* In Chapter 2:
  + </inst><para>A substantial revision of the presentation of the GLOBE research
  + Substantial revisionSubstan and of the material on gender and diversity
  + New exercise added—*World Map*
  + *Cultural Mindset* self-assessment revised

</para></listitem>

* In Chapter 4:
* New material and new self-assessment on proactive personality<listitem><inst>
* 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
* </inst><para>InIn Chapter 6:
  + NChapter 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
* <listitem><inst>In </inst><para><link olinkend="ch05" preference="0">Chapter <xref olinkend="ch05" label="5"><inst>7:
  + New “*Leading Change: Public Allies”*
  + Extensive revision of the *Leadership in Action* case to reflect changes in leadership at P&G</inst></xref></link>
  + <listitem><inst>In </inst><para><link olinkend="ch06" preference="0">Chapter <xref olinkend="ch06" label="6"><inst>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 policyIn <listitem><inst>

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topic** | **Reading and other assignments** | **Class activities** |
| 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 almost transformation |
| 14. | Developing leaders | Chapter 10  Exercise 10.1: Identifying your mentoring needs  Self-assessment 10.1: My personal mission statement | Case analysis: Developing leaders at Southwest Airlines | |
| 15. | Final examination | | | |

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Session** | | **Topics** | | **Readings** | | | **Class activities** | |
| 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  Leadership and management | | Chapter 1 | | | Case analysis: David Neeleman | |
| 4. | | 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 5.1: Understanding your sources of power and influence  Self-assessment 5.2: Views of powers | | | Exercise 5.1: Words of wisdom  Exercise 5.2: Who holds power | |
| 16. | Changing faces of power | | | Chapter 5  Self-assessment 5.3: Recognizing blocks to empowerment | | | Case analysis: The last CEO of Lehman Brothers | |
| 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  Self-assessment 9.1: Strategic leadership type | | | Exercise 7.1: Understanding strategic forces  Exercise 7.2: Your organization | |
| 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  Self-assessment 8.1: Delegation | | | Exercise 8.1: To delegate or not to delegate? | |
| 24. | Teams and superleadership | | | Chapter 8  Self-assessment 8.2: Are you a team leader? | | | Exercise 8.2: Strategies for becoming a superleader  Case analysis: John Mackey of Whole Foods | |

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| --- | --- | --- | --- | --- | --- |
| 25.2 25. | Leading change: Models of change | Chapter 9 | | Exercise 9.1: Analyzing and planning for change | |
| 26. | Leading change: Managing change | Chapter 9  Self-assessment 9.2: Creativity | | | Exercise 9.2: Creativity and parallel thinking |
| 27. | Leading change: Visionary leadership | Self-assessment 9.1: Building credibility | | Case analysis: Best Buy’s almost transformation | |
| 28. | Developing leaders | Chapter 10  Exercise 10.1: Identifying your mentoring needs | | |  |
| 29. | Developing leaders | Chapter 10  Self-assessment 10.1: My personal mission statement | | | Case analysis: Developing leaders at Southwest Airlines |
| 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** | |
| ***Chapter 1: Definition and significance of leadership*** | | | | | | | | | |
| 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 | | 🖊 | |
| ***Chapter 2: The global and cultural contexts*** | | | | | | | | | |
| 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 | | 🖊 | |
| **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 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 | | 🖊 | |
| ***Chapter 3: The foundations of modern leadership*** | | | | | | | | | |
| 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 | 🖊 |
| ***Chapter 4: Individual differences and traits*** | | | | | | | | |
| 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 | 🖊 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 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** |
| ***Chapter 6: Current era in leadership*** | | | | | |
| 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 | 🖊 |
| ***Chapter 7: Other leadership perspectives*** | | | | | |
| 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 | 🖊 |
| ***Chapter 8: Leading teams*** | | | | | |
| 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 | 🖊 |

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| ***Chapter 9: Leading change*** | | | | | |
| 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 | 🖊 |

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| **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: Best Buy’s almost transformation | | I or G | | H or C | | 20 minutes | | 3 | 🖊 |
| ***Chapter 10: Developing leaders*** | | | | | | | | | |
| 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 | | 🖊 |