

MODULE

2

# Evolution of Leadership

*"The test of leadership is not to put greatness into humanity, but to elicit it, for the greatness that is already there."*

- James Buchanan

## Introduction

This module serves as an introduction to the academic study of leadership and leadership theory, encouraging students to dissect leadership concepts through both objective and subjective lenses. After students understand these core concepts of leadership, you should focus on the viability, applications, and implications of each theory/model.

## Objectives

1. Students will be able to identify, differentiate, and analyze various leadership theories.
2. Students will understand the historical and social context of each theory.
3. Students will be prepared to apply their understanding of leadership theory in practical leadership scenarios.
4. Students will be able to connect the leadership theories to their own lives.
5. Students should develop a better sense of objectivity and critical thinking in the LEAD classroom.

## Agenda

1. Intro to CORE Syllabus and Schedules (5 minutes)
2. Icebreaker (10 minutes)
3. What is Leadership? (2 minutes)
4. Padlet Leadership Discovery Questions (10 minutes)
5. Leadership Theories (13 minutes)
6. Jeopardy (20 minutes)

## Facilitator Notes

- Students will play a game of Jeopardy at the end of the module. As facilitators, you pick out facts about yourselves, IMSA, or random knowledge and incorporate these questions into the final BONUS jeopardy category. This being said, facilitators will be responsible for making their own copy of the jeopardy document and editing the final row or category of questions. (<https://docs.google.com/document/d/1f-ZOYNGF-JaQ8soSSzLTlf5Xo42OTrIp4mJDmKIReI/edit?usp=sharing>) If choosing not to teach certain content or replace content, be sure to also change this on the Jeopardy

- question slides presentation.
- The Padlet activity must also be created ahead of class, instructions as to how can be found in the Padlet section of the module.
- There is also content towards the end of the module that should all be prepped in order to provide students with sufficient information they'd need to understand for the Jeopardy.

## Facilitator Guide

### Syllabus and Schedule (5 minutes)

**Purpose:**

To familiarize students with the purpose of LEAD, purpose of the Evolution modules, and structure of the program.

**Materials:**

1. CORE syllabus - one per student

**Directions:**

Send the syllabuses to students through the zoom chat and show them where it is on the website. (Student Life -> Student Involvement -> Leadership Education and Development) Discuss the course requirements and expectations of a LEAD student, especially as it pertains to LEAD as a graduation requirement and a mandatory class for all sophomores. Also, use this time to introduce yourselves. Discuss the scheduling of modules, i.e. explain the chronology of the CORE Modules, Elective Modules, and Evolution of Leadership Modules using the schedule as a vehicle of explanation. Finally, give a brief overview of the Evolution of Leadership Theories as a whole prior to examining particular theories. It is important for the students to understand that we will be starting from the first identified leadership theories and moving forward towards more modern perceptions.

- Highlight the attendance policy

### Icebreaker (10 minutes)

**Purpose:**

To introduce names and interests as well as energize the classroom.

**Materials:**

1. (TBD by facilitator)

**Directions:**

Play a name game and/or an icebreaker of your choice to fulfill the purpose above.

Icebreaker Examples:

- Two Truths and a Lie: Allow each student 2-4 minutes to write down (or think about) two truths about themselves and one lie about themselves, after that go through each student and allow the student to share these three statements about themselves and let the other students choose which one is the lie with a vote (or not ur choice lolz) and do this for every student in the group. \*It should be noted that this activity will probably not fit into the 10 minutes so time accordingly.
- Group Map: Screencast a map of Illinois and give students the ability to annotate on the map, once that is done, instruct the students to stamp where in Illinois they are from on the screen, idk maybe encourage students to share something unique about their town.

Possible Questions to Ask

- How big is your town?
- What is an interesting fact about your hometown?
- What is your favorite place to go to in your hometown?
- Where is your favorite place to go in your city?

## Padlet (10 min)

### Purpose:

Everyone will get to think about leadership and what it means to them.

### Materials:

Padlet.com

### Instructions for Facilitators:

Go to Padlet.com and sign up for a new account. Select the basic subscription option, press the red “Make a Padlet button.” Select the shelves options, customize your settings, and insert each question (or each question you intend on using into the top of a separate column. Make sure to set this up ahead of class to maximize time.

### Directions:

Start by directing the students to the padlet URL. Then, go through the discussion questions, encouraging the students to remain anonymous while discussing the responses.

### Discussion:

1. Who are leaders?
2. Who are examples of leaders in your life?
3. What makes a good leader?
4. Do they have skills? Do they have traits?
5. Why do we all have different words written for leadership?
6. What is the Northouse or LEAD definition of leadership?
  - a. “A process whereby an individual influences a group of individuals toward a common goal.”
7. Is that the only definition of leadership?
8. How else can we define leadership?
  - a. Transition into Evo!

## What is Leadership? (2 minutes)

### Directions:

Explain to the students what leadership is using the information from the CORE Crash Course provided below. DON'T READ THROUGH THIS.

### Resources:

1. Leadership: Theory and Practice. Peter G. Northouse.

### CORE Crash Course (CCC):

Northouse and LEAD defines leadership as “A process whereby an individual influences a group of individuals to achieve a common goal,” but what does this mean? Leadership is hard to define because there are so many different definitions and examples of what leaders actually are. This module will categorize these different types of leadership, but why is learning the Evolution of Leadership important? On one hand, leadership theories can provide immense insight into morals, values, and ethics in society during the time in which the theory was developed (Ex. Decentralized leadership in the 21st century). But the ability to recognize the different modes that leadership can take place in is also significant in personal development. It encourages us to challenge our preconceptions of effective leadership by exposing us to different and sometimes unorthodox methods of leadership. Knowing these theories will help your students think critically about leadership so that they can better access

what they need as leaders and followers as well adapt to situations that they will be faced with in a leadership position.

## Leadership Theories (13 min)

### Resources:

1. <https://cyfar.org/leadership-theories>

### CORE Crash Course (CCC):

This chart gives good summaries, examples, and applicability for each leadership style. This link is an elongated document with a timeline and charts, describing each of these leadership theories more in depth for the classroom:

<https://docs.google.com/document/d/1njcvPhYh-rnvW-Le8CV1UWulKp5Unb5srUOm9pWKYVI/edit?usp=sharing>

### Purpose:

Give students a firm foundation in which to discuss leadership theories.

### Materials:

TBD

### Directions:

Realize that having students “discover” the theories on their own rarely works, and lecturing the theory at them and then having a discussion oftentimes works better.

You can lecture the students on the content, do an activity, read a case study, watch video clips, or etc.

### Great Man Theory

- a. Leadership derived from the innate characteristics a person is born with. Traits are left largely undefined and are often attributed to divine inspiration or military power. The success of these leaders is based on the traits they are born with, which can be physical and behavioral, and therefore cannot be developed. (Villanova University)
  - b. Although theorists are thought to have largely disproved Great Man Theory, it is crucial to our understanding of the development of leadership theories that follow it. As the 20th century progressed, leadership research focused on identifying the specific traits that shaped great leaders. (The Future Leaders Institute)
  - c. **Great man theory is essentially when a leader is recognized as “great” by their followers, however, the reason they are recognized as a leader is undefined.** For example, if you were to see a firefighter saving a family, you would think “hey, that’s a leader”.
2. Connection: Trait Theory
    - a. Trait Theory is derived from Great Man Theory and follows the same concept that successful leaders are those that possess a certain list of traits that enhance their abilities. Contrary to Great Man Theory, Trait Theory identifies the specific characteristics that leaders hold, and suggests that some traits are only useful when specific to the situation, while others are universal among leaders. Among the universal traits conducted in 20th-century studies are **intelligence, self-confidence, determination, integrity, and sociability**. (Northouse 20-23)
  3. Connection: Skill Theory
    - a. Skills Theory takes a slightly different approach to the Great Man Theory and Trait Theory. While it is still focused on the leader as a person rather than their relationship to the follower(s), Skills Theory centers around the skills and abilities of a leader. In contrast from both of the previous theories which are based around largely innate and fixed characteristics, Skill Theory thrives on the idea that while the personality of a leader is important, there are also certain

abilities of the person that may or may not be learned and developed that are just as crucial. Skills, **defined in this context as things a leader can accomplish**, are divided into three sectors in this theory: **technical, human, and conceptual**, all of which are crucial to an efficient leader. (Northouse 43–45)

Theory	Summary	Examples	Applicability
<b>Trait</b>	Great leaders are born with a set of traits/innate qualities. Focus is on the leader not the situation.	Leaders differ from average individuals in <b>intelligence, alertness, insight, responsibility, initiative, persistence, self-confidence, and sociability.</b>	Individuals can apply their leadership traits at any type of job/position. Self-assessment can help potential leaders understand their strengths and areas for improvement in their leadership skills.
<b>Skills</b>	A leader-focused approach with emphasis on skills and abilities that can be developed.	A leader’s ability hinges on how they solve complex organizational problems. Leaders possess five capabilities: <b>competencies, individual attributes, leadership outcomes, career experiences, and environmental influences.</b>	An individual can develop these skills no matter the level at which they work in an organization. Descriptive in nature, skill builds on the traits-only approach by integrating skills, abilities, and context. Aspiring leaders can assess strengths and weaknesses using skill inventories which will allow them to seek training to improve deficient skills.
<b>Style</b>	Emphasizes a leader’s behavior, what they do, and how they act—not who they are.	Leadership style focuses on task behavior and relationship behavior. When leaders focus on both of these behaviors, they provide structure and nurturing for their employees.	Self-assessment in the areas of task and relationship behavior can help evaluate leadership abilities. Many training programs use this model.

**Discussion:**

1. How have these theories evolved over time? Are there any specific trends?
2. Why might we prefer certain theories over others today?
3. How do these more recent theories reflect changes in mindset?
4. What are the strengths and weaknesses of each theory?

**Jeopardy Game (20 min)**

**Resources:**

1. Leadership: Theory and Practice. Peter G. Northouse.
2. Jeopardy: [https://docs.google.com/presentation/d/1C\\_faZlXezYF1Ehym2lJspV8aDUmnuTFXKfSYnx\\_n8/edit#slide=id.p](https://docs.google.com/presentation/d/1C_faZlXezYF1Ehym2lJspV8aDUmnuTFXKfSYnx_n8/edit#slide=id.p)

**Directions:**

This will be the closing of the modules regardless of whether you use any of the supplemental content. Have students play a jeopardy game in order to test out their knowledge of both the content and facilitators in an active engaging manner. The purpose of this activity is for the students to be able to see how much they have retained throughout the module.

# Supplemental Content

## References

1. Northouse
2. <https://cyfar.org/leadership-theories>
3. [https://cyfar.org/ilm\\_8\\_casestudy2](https://cyfar.org/ilm_8_casestudy2)

## Trait Approach (10 minutes)

### Purpose:

To introduce the trait approach: its origins, implications, and endurance.

### Materials:

1. N/A

### Directions:

Ask each student to write two traits on the board to which they attribute leadership (do not specify the difference between traits and skills yet, and tell students there may be repeats). After everyone has written two traits on the board, ask students to find repeats and to group similar traits in as many categories as possible (e.g. intelligence, sociability, charisma, competence, etc.). After the class' categories have been delineated, reveal The Stogdill Eight (1948). Use the Stogdill Eight to introduce Trait Approach.

\*Save the list of 30 words for skills approach. Even though some of the 30 will actually be skills, ignore the difference for purposes of this activity.

### Reminders:

Trait approach emphasizes recognized traits contributing to the emergence and effectiveness of leadership, while GMT theorizes that leadership is innate. After introducing the Stogdill Eight, show the graphic below and compare/contrast the studies (e.g. 1986 focused on male-associated traits, 2004 focused on socially-associated traits). Lastly, recall that in 1948 Stogdill claimed that certain traits were more effective in certain situations (hint, hint, contingency approach), but rescinded that in 1975.

**Table 2.1** Studies of Leadership Traits and Characteristics

Stogdill (1948)	Mann (1959)	Stogdill (1974)	Lord, DeVader, and Alliger (1986)	Kirkpatrick and Locke (1991)	Zaccaro, Kemp, and Bader (2004)
intelligence	intelligence	achievement	intelligence	drive	cognitive abilities
alertness	masculinity	persistence	masculinity	motivation	extraversion
insight	adjustment	insight	dominance	integrity	conscientiousness
responsibility	dominance	initiative		confidence	emotional stability
initiative	extraversion	self-confidence		cognitive ability	openness
persistence	conservatism	responsibility		task knowledge	agreeableness
self-confidence		cooperativeness			motivation
sociability		tolerance			social intelligence
		influence			self-monitoring
		sociability			emotional intelligence
					problem solving

SOURCES: Adapted from "The Bases of Social Power," by J. R. P. French, Jr., and B. Raven, 1962, in D. Cartwright (Ed.), *Group Dynamics: Research and Theory* (pp. 259–269), New York: Harper and Row; Zaccaro, Kemp, & Bader (2004).

### Discussion:

1. How is this different from GMT?
2. Are certain traits more beneficial than others?
3. Why haven't researchers agreed on a fixed set of traits? What does this mean for the

- trait approach?
- If leaders possess distinct traits, do followers possess distinct traits as well?

## Traits...er...Skills? (20 minutes)

### Purpose:

To introduce the skills approach, its models, and implications.

### Materials:

- N/A

### Directions:

To prepare for skills approach, revisit the list of 30 items on the board and circle those that are **namely skills** (we guarantee there will be at least one). Then, ask students what the difference between traits and skills are. Once these terms have been delineated, I introduce Katz's model and Mumford's model. Point out connections between Katz's model, Mumford's model, and the list of skills on the board. Remember to keep the lesson organic and minimize lecture. Refer to the discussion below.

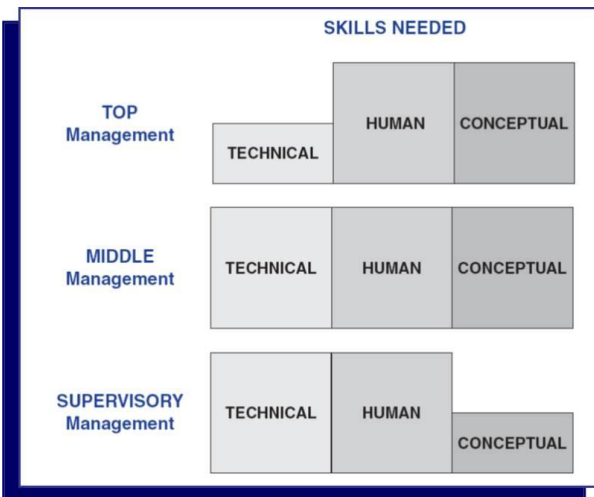
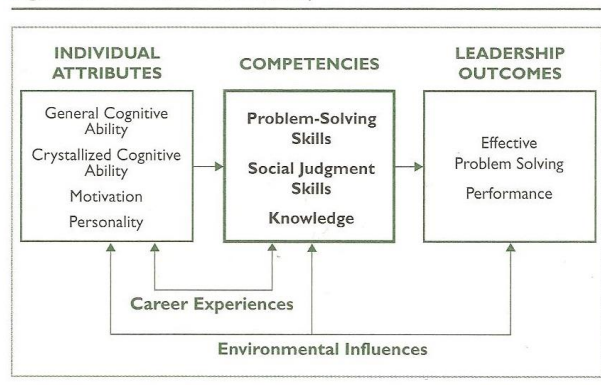


Figure 3.3 Skills Model of Leadership



SOURCE: Adapted from "Leadership Skills for a Changing World: Solving Complex Social Problems," by M. D. Mumford, S. J. Zaccaro, F. D. Harding, T. O. Jacobs, and E. A. Fleishman, 2000, *Leadership Quarterly*, 11(1), 23.

### Discussion:

- Notice that students (probably) brought up skills when asked to write down traits. Does this, in a way, intuitively validate the skills approach?
- Compare and contrast Katz's and Mumford's models - do they work together harmoniously? What does Mumford imply that Katz doesn't?
- Are certain tasks and skills mutually inclusive?
- What is the difference between leadership and management? Do leaders have to be managers? Do managers have to be leaders?
- Are there certain settings in which skills approach is more relevant?

## Self-reflection

### Resources:

- Leadership: Theory and Practice. Peter G. Northouse.

### CORE Crash Course (CCC):

Have your students take questioners in the resource folder or talk in groups. How is leadership important in their own lives? What do they value in leaders? What kind of leader do they want to be? Allow them to put leadership into perspective in their own

lives and at IMSA. What are the most common types of leaders on campus? Why is that? Do you find any certain type of leadership more effective? How do you become better leaders?

## Discussion

### Purpose:

Allow students to realize the importance of leadership theories in their own life.

### Materials:

TBD

### Directions:

Allow students to evaluate the leadership theories in their own life. This can be via discussion or even an in-line activity.

### Discussion:

1. Have your students take questioners in the resource folder or talk in groups. How is leadership important in their own lives? What do they value in leaders? What kind of leader do they want to be? Allow them to put leadership into perspective in their own lives and at IMSA. What are the most common types of leaders on campus? Why is that? Do you find any certain type of leadership more effective? How do you become better leaders?

## The Great Man Game (10 minutes)

### Purpose:

To illustrate Great Man Theory, its implications, and the origins of trait approach:

### Materials:

1. 1 waste basket
2. Class-set of paper balls
3. Masking tape
4. 1 piece of candy

### Directions:

Mark a starting places with a strip of masking tape 8 feet away from a waste basket. Instruct each student to throw a ball of paper as best as they can into the wastebasket in front of them (after their turn they can sit down). Those who successfully make the shot shall stand at the front of the room. Once everyone finishes, designate the tallest student in the class as "the winner," and instruct those standing at the front to sit down (they are still losers!). Explain that the tallest student, no matter their ability, was born physically superior. Using this game as an analogy, introduce the concept of Great Man Theory (GMT). Make sure to clarify that *leaders are born* by GMT. Conclude by mentioning GMT's influence on the emergence of *trait approach* to transition into the following activity.

### Discussion:

1. What historical forces may have legitimized Great Man Theory?
2. Though it's widely rejected by modern-day scholars, was Great Man Theory more viable in the past?
3. What are the implications--societal or political--of Great Man Theory?

## Picture it

**Materials:** Whiteboard/paper, expo markers/writing utensil, timer

**Directions:** Have each of the students grab a marker( if using whiteboard )or writing utensil (if using paper). With little direction simply instruct the students to illustrate a leader.

**Purpose:** The purpose of this activity is to create a discussion on why certain physical traits were drawn or why certain personality traits were written. This will act as a bridge to the great



man theory, trait theory, and skill theory.

**Discussion Questions:**

What characteristics define a leader? Why?

What are some common traits amongst your illustrations?

How has our perception of leadership qualities developed over time?