3 Evolution of Leadership Theories II

"You don't lead by hitting people over the head- that's assault not leadership"

-Dwight Eisenhower

Introduction

This module serves as an introduction to leadership theory and the academic view of what leadership is. It is a testament to understanding leadership in a simultaneously personal and removed sense. This module is very discussion based and, while this can easily become a lecture, it should *not* be presented as such. These modules should have, arguably, the least amount of lecture of any CORE module. Discovery should be organic for students.

Objectives

1. Students will be able to <u>identify</u>, <u>differentiate</u>, and <u>analyze</u> 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.
6. Students will be able to apply their knowledge of the leadership theories to a Kahoot.

Agenda

1. Review of Evolution 1 (10 minutes)
2. Situational and Contingency (10 minutes)
3. Path-Goal (10 minutes)
4. Transformational (5 minutes)
5. Servant (5 minutes)
6. Leader-Member Exchange Theory (10 minutes)
7. Krazy Kahoot! (10 minutes)

Facilitator Guide

Review of Evolution Module 1 (10 minutes)

Purpose:
To review the first module and continue the leadership theory timeline.
Materials:
1. N/A
Directions:

Discuss the following concepts with the class: Trait Approach, Skills Approach, and Behavioral Approach. Pull from the class all that they remember and fill in their blanks as you go. Be sure to identify major trends established in the last module. Here's a picture that describes the trait approach from Northouse:

1930s

Traits became the focus of defining leadership, with an emerging view of leadership as influence rather than domination. Leadership was also identified as the interaction of an individual's specific personality traits with those of a group; it was noted that while the attitudes and activities of the many may be changed by the one, the many may also influence a leader.

In this activity, try to begin a discussion about trait approach, skills approach, and behavioral approach with your students. Because a majority of the questions reflect how leadership changed over time, which was the focus of the previous module as well, students should have some prior knowledge about this topic.

Discussion:
*Note: All questions do not need to be asked.
1. What were the major shifts in leadership theory in the first half of the twentieth century?
2. How do these shifts reflect changes in our society?
3. What are the differences between the trait approach, skills approach, and behavioral approach?
4. What is an example of trait, style, or behavioral approach that you saw today?
5. When you imagine a leader who practices (trait/skills/behavioral) approach, who do you think of?
6. What were the foundations of these approaches to leadership, and why may be they viewed as inaccurate today?
7. Do you agree that leaders can be defined through traits or a defined process? How do you think others may respond to this idea?

Situational	Leadership is supportive and directive. Leaders adjust these qualities based on the situation that needs to be addressed.	There is a continuum of behaviors between supportive and directive leadership. **Directing:** high directive, low supportive **Coaching:** high directive, high supportive **Supporting:** high supportive, low directive **Delegating:** low supportive, low directive	This continuum is used in different contexts/situations to support employees as their abilities warrant.
Path-Goal	Focuses on the relationship between the leader, group, and `work setting. Concerned with motivation.	Path-Goal leadership has four elements: **1) Defining goals, 2) clarifying paths, 3) removing obstacles 4) providing support.**	Provides general recommendations to assist employees by increasing motivation.

Leader-Member Exchange	Concerned with the interactions between leaders and followers.	Studies the differences between in-group and out-of-group interactions with leaders. High quality leader-member exchanges improve retention, promotions, positive evaluations, and better attitudes. Leadership develops in three phases: **Stranger phase, Acquaintance phase, Mature Partnership phase.**	Guides individuals to assess their leadership capabilities based on the dynamics of their in-group and out-of-group interactions.
Transformational	Leadership changes and transforms individuals. Leaders treat followers as complete human beings, considering their emotions and needs.	Transformational leaders 1) have a clear vision, 2) are social architects, 3) build trust, and 4) emphasize a sense of self and confidence by focusing on strengths.	Does not provide clear guidelines, but understands how leaders motivate others and transform themselves and their organizations.
Servant	A form of leadership that emphasizing needs and development of the followers	Servant leaders prioritize the needs and concerns of the followers significantly. As a result, these leaders emphasize the growth of the followers, often exemplifying selfless behaviors.	Although servant leadership allows a leader to value the followers first, this idea may cause a decrease in effective decision-making and a deviation from work towards the common goal.

Going Beyond the Leader's Head (Situational and Contingency) (10 minutes)

<mark>DISCLAIMER</mark>: Before beginning this activity, it is <u>essential</u> that both facilitators make sure that their students do not mind profanity, swearing, or other harmful language. Although Gordon Ramsay is a significant part of this activity, it is important to understand the concerns of the students.

Purpose:

      To instill an understanding of situational and contingency theories, highlighting the shift from from behavioral approach to contingency approach.

Materials:

1. N/A

Directions:

      Open this discussion by posing the question "How does the environment affect leadership?" Continually press the class by asking for varied interpretations of what environment is and how a leader should respond to it. By guiding discussion, students should conclude that the environment is made up of both the characteristics of the followers and characteristics of the task at hand. Depending on the class, they might also realize that the environment can include leader–member relations and leader position. As the class arrives to the appropriate conclusions, introduce **Fiedler's 1967 Contingency Theory** (which is an environmental model taking into consideration, leader–member relations, task structure, and positional power) and **Hersey and Blanchard's 1969 Situational Leadership mode**l. Proceed with discussion questions once the models have been introduced.

      In order to lighten up this discussion, introduce Gordon Ramsay's leadership style, and identify the differences between how the chef behaves with children and how he behaves with adults. To begin the discussion, use the video linked here, but please make sure that the

class does not mind profanity! If they aren't okay with profanity, play the first 15 seconds of this video, then the first 6 seconds of the first video linked.

Discussion:

*Note: Discuss at least one Gordon Ramsay question, and whatever other questions you feel will encourage discussion

1. In what ways are Situational and Contingency theories similar? In what ways are they different?
2. What are the strengths and weaknesses of these theories?
3. Is Gordon Ramsay an individual who practices situational leadership or one that exemplifies the contingency theory? Why?
4. Do you believe that Ramsay's leadership style is effective?

Path-Goal (10 minutes)

Purpose:

To discuss the role of motivation in leadership and the emergence of Path-Goal theory.

Materials:

1. N/A

Directions:

Transition to this topic by asking what role subordinate motivation plays in a leader's "fit" to their environment. Draw the comparison between Contingency's *leader-member relations*, *task structure*, and *positional power* to Path-Goal's *leader behaviors, subordinate characteristics* and discuss the question of motivation again. Introduce the four leader behaviors and ask groups to brainstorm what subordinate and task characteristics make each behavior more effective. In essence, groups should answer the question: "When should a leader be directive/ supportive/ participative/ achievement oriented?"

After the discussion, transition the focus of the class to the connections between Pac-Man and path-goal theory. Ask the class to play Pac-Man (everyone will play their own game) using the Google Doodle, and discuss the connection between the arcade game and leadership, focusing on how the "power pellets" create a clear path to the goal of winning the game.

Discussion:

1. Does a leader have a responsibility to motivate their subordinates?
2. What are the strengths and weaknesses of this approach to leadership?
3. At IMSA, what are ways where you might use this approach? Do club leaders use this? Do teachers?
4. Why does the interaction between Pac-Man and the "power pellets" serve as an example of the path-goal theory of leadership? What are the obstacles that are avoided?
5. What are examples of other games that exemplify the path-goal theory of leadership?

Transformational (5 minutes)

Purpose:

To discuss the mounting complexity of leadership and its transitions from motivation to more multi-faceted

Materials:

1. N/A

Directions:

Ask the class to repeat a previous activity: write known leaders' names in a document (remote options: annotate feature on Zoom, google doc shared to everyone or screen-shared). Circle (or highlight, if using a google doc) two or three transformational leaders and have the

class discuss the effect that these leaders had on their followers? Did they motivate their followers? What else did they do? (Look for triggers like "teach their followers," "make them feel special," "influence their followers," etc.) As the topics come up, introduce the four I's **(idealized influence, intellectual stimulation, individualized consideration, inspirational motivation)** and brainstorm with the class actionable steps for students to take to be more transformational. Once students begin to understand transformational, introduce the ideas of transactional and laissez-faire as similar methods with progressively more "removed" leadership.

Discussion:
1. What is transformational leadership's relationship to previous theories?
2. When is it most advantageous for a leader to be transformational?
3. What are the strengths of transformational? Weaknesses?
4. What is the relationship between charisma and transformational leadership?

Servant (5 minutes)

Purpose:
> To introduce servant leadership.

Directions:
> Introduce servant leadership by telling the story that inspired Robert Greenleaf to look into servant leadership. Discuss the story taken from *The Journey To The East.* The following is taken from Northouse as his explanation of the story.

> Greenleaf credits his formulation of servant leadership to Herman Hesse's (1956) novel *The Journey to the East.* It tells the story of a group of travelers on a mythical journey who are accompanied by a servant who does menial chores for the travelers but also sustains them with his spirits and song. The servant's presence has an extraordinary impact on the group. When the servant becomes lost and disappears from the group, the travelers fall into disarray and abandon the journey. Without the servant, they are unable to carry on. It was the servant who was ultimately leading the group, emerging as a leader through his selfless care of the travelers.

> Note that you shouldn't discuss the original book, rather discuss the story contained therein. After telling the story, ask the class "Who is the leader in this story?" Discuss the different options: the servant, the man who organized the journey, the people who funded the journey, etc. Introduce the idea that the servant as the leader is called servant leadership and is described by Greenleaf with 10 traits – and by many others with other traits. Introduce the idea that IMSA implicitly sponsors servant leadership. Examine the mission statement. Look at the idea that IMSA students are servants to humanity. What do we learn from service? Transition to the discussion questions.

Discussion:
1. What are the benefits of servant leadership? What are the hard parts about its implementation?
2. What are the inherent flaws in servant leadership?
3. How can IMSA students implement servant leadership? How can they implement it in group projects? In clubs?
4. What is the relationship between transformational leadership and servant leadership?
5. How do leaders of IMSA organizations practice servant leadership?

Leader-Member Exchange Theory (10 minutes)

Purpose:

Students will be introduced to the ideas associated with the leader-member exchange theory (LMX). In particular, the students will learn about the differences in a leader's behavior between the in-group and out-group through Ben 10. At the end of this activity, students will be able to lead a discussion about this theory.

Materials:

1. Ben 10 Video (link stop at 2:15)

Directions:

Introduce the class to the definition of the leader-member exchange (LMX) theory, focusing on how a leader forms different relationships with the members in the in-group and those in the out-group.

In-Group	Out-Group
Leaders are much closer to the members of this group, forming meaningful relationships with the group's members. These leaders often show respect to the group members, creating connections that go beyond the work itself.	However, for the out-group, leaders do not show the same level of respect, not forming any meaningful relationships with the group members. Often, leaders will just expect these members to do the work at-hand.

After the theory's introduction, share your screen on Zoom, and show the class the Ben 10 video linked above.

When the video is finished playing, open the class to discussion, and ask students in the class to discuss the connections between Ben 10 and the LMX theory using the discussion questions below.

Discussion:

1. Based on the video, how do you think Ben 10 is an example of LMX theory?
2. Who is in Ben 10's in-group? Who is in Ben 10's out-group?
3. Do you agree with the principles of this theory? Why or why not?
4. Why do you think this theory may be controversial?

Krazy Kahoot! (10 minutes)

Purpose:

Students will review the evolution of fundamental descriptive theory. Additionally, students will reinforce concepts discussed in class and will be engaged in an interactive game. Through this activity, students will be able to create a strong foundation for the discussions and activities focused on social awareness and civic engagement in future modules.

Materials:

1. Kahoot (kahoot.it)
2. Link to the Game: https://create.kahoot.it/share/evo-ii-kahoot/7fefed56-864b-4cc4-837f-49e297440aac

Directions:

Share your screen on Zoom. Play kahoot!

Because it is a very enjoyable, fun activity for students, Kahoot would be a great way to review concepts such as trait approach, situational leadership and contingency theory, path-goal theory, transformational leadership, and LMX theory. As a result, this activity would allow facilitators to conclude the class effectively.

Questions:
- What is Fieldler's Contingency Theory?
- What are the defining characteristics of Transformational Leadership?
- What are the defining characteristics of Servant Leadership?
- On the scale of situational leadership, assuming one end is directing, what is the other end?
- What are the defining characteristics of Path-Goal Theory of leadership?
- What is the name of the creator and biggest benefactor of research into Servant Leadership?
- What are the four quadrants of Situational Leadership?

References
1. Northouse