CPW4U Guide 4 -- Leadership

LEADERSHIP

The leader always sets the trail for others to follow.

Unit Value: 3 Units
Readings & Activities = 1 Unit
Culminating Task (Leadership Profile) = 2 Units

CPW4U – Leadership

Learning Guide #4
Unit Value: 3 Units – Readings & Activities (1 Unit) + Leadership Profile (2 Units)
Time: 12 Days + Homework

Evaluation:

Assessed Activities
Evaluation – Leader Profile   /100

Expectations:
ICV.03 · evaluate the role of Canada and Canadians in the international community;
PO3.04 – evaluate the role and influence of Canadian individuals and groups on the world stage;
IC1.03 – describe the actions of particular individuals who have influenced global affairs

Tracking Sheet

Activity	Date Started	Date Finished	Complete? Mark?
Complete Readings			
Film: The Fog Of War			
Activities			
In-Class Lessons			
Assignment: Leader Profile			**/100**

Leadership Theories - 8 Major Leadership Theories

Interest in leadership increased during the early part of the twentieth century. Early leadership theories focused on what qualities distinguished between leaders and followers, while subsequent theories looked at other variables such as situational factors and skill levels. While many different leadership theories have emerged, most can be classified as one of eight major types:

1. "Great Man" Theories:

Great man theories assume that the capacity for leadership is inherent – that great leaders are born, not made. These theories often portray great leaders as heroic, mythic and destined to rise to leadership when needed. The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership. Learn more about the great man theory of leadership.

Assumptions

Leaders are born and not made.

Great leaders will arise when there is a great need.

Description

Early research on leadership was based on the the study of people who were already great leaders. These people were often from the aristocracy, as few from lower classes had the opportunity to lead. This contributed to the notion that leadership had something to do with breeding.

The idea of the Great Man also strayed into the mythic domain, with notions that in times of need, a Great Man would arise, almost by magic. This was easy to verify, by pointing to people such as Eisenhower and Churchill, let alone those further back along the timeline, even to Jesus, Moses, Mohammed and the Buddah.

Discussion

The 'great man' theory was originally proposed by Thomas Carlyle.

Gender issues were not on the table when the 'Great Man' theory was proposed. Most leaders were male and the thought of a Great Woman was generally in areas other than leadership. Most researchers were also male, and concerns about androcentric bias were a long way from being realized.

It has been said that history is nothing but stories of great men. Certainly, much has this bias, although there is of course also much about peoples and broader life.

2. Trait Theories:

Similar in some ways to "Great Man" theories, trait theories assume that people inherit certain qualities and traits that make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics shared by leaders. If particular traits are key features of leadership, then how do we explain people who possess those qualities but are not leaders? This question is one of the difficulties in using trait theories to explain leadership.

Assumptions

People are born with inherited traits.

Some traits are particularly suited to leadership.

People who make good leaders have the right (or sufficient) combination of traits.

Description

Early research on leadership was based on the psychological focus of the day, which was of people having inherited characteristics or traits. Attention was thus put on discovering these traits, often by studying successful leaders, but with the underlying assumption that if other people could also be found with these traits, then they, too, could also become great leaders.

Stogdill (1974) identified the following traits and skills as critical to leaders.

Traits	Skills
- Adaptable to situations - Alert to social environment - Ambitious and achievement-orientated - Assertive - Cooperative - Decisive - Dependable - Dominant (desire to influence others) - Energetic (high activity level) - Persistent - Self-confident - Tolerant of stress - Willing to assume responsibility	- Clever (intelligent) - Conceptually skilled - Creative - Diplomatic and tactful - Fluent in speaking - Knowledgeable about group task - Organised (administrative ability) - Persuasive - Socially skilled

McCall and Lombardo (1983) researched both success and failure identified four primary traits by which leaders could succeed or 'derail':

- *Emotional stability and composure*: Calm, confident and predictable, particularly when under stress.

- *Admitting error*: Owning up to mistakes, rather than putting energy into covering up.

- *Good interpersonal skills*: Able to communicate and persuade others without resort to negative or coercive tactics.
- *Intellectual breadth*: Able to understand a wide range of areas, rather than having a narrow (and narrow-minded) area of expertise.

Discussion

There have been many different studies of leadership traits and they agree only in the general saintly qualities needed to be a leader.

For a long period, inherited traits were sidelined as learned and situational factors were considered to be far more realistic as reasons for people acquiring leadership positions.

Paradoxically, the research into twins who were separated at birth along with new sciences such as Behavioral Genetics have shown that far more is inherited than was previously supposed. Perhaps one day they will find a 'leadership gene'.

3. Contingency Theories:

Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation.

Assumptions

The leader's ability to lead is contingent upon various situational factors, including the leader's preferred style, the capabilities and behaviors of followers and also various other situational factors.

Description

Contingency theories are a class of behavioral theory that contend that there is no one best way of leading and that a leadership style that is effective in some situations may not be successful in others.

An effect of this is that leaders who are very effective at one place and time may become unsuccessful either when transplanted to another situation or when the factors around them change.

This helps to explain how some leaders who seem for a while to have the 'Midas touch' suddenly appear to go off the boil and make very unsuccessful decisions.

Discussion

Contingency theory is similar to situational theory in that there is an assumption of no simple one right way. The main difference is that situational theory tends to focus more on the behaviors that the leader should adopt, given situational factors (often about follower behavior), whereas contingency theory takes a broader view that includes contingent factors about leader capability and other variables within the situation.

4. Situational Theories:

Situational theories propose that leaders choose the best course of action based upon situational variables. Different styles of leadership may be more appropriate for certain types of decision-making.

Assumptions

The best action of the leader depends on a range of situational factors.

Style

When a decision is needed, an effective leader does not just fall into a single preferred style, such as using transactional or transformational methods. In practice, as they say, things are not that simple.

Factors that affect situational decisions include motivation and capability of followers. This, in turn, is affected by factors within the particular situation. The relationship between followers and the leader may be another factor that affects leader behavior as much as it does follower behavior.

The leaders' perception of the follower and the situation will affect what they do rather than the truth of the situation. The leader's perception of themselves and other factors such as stress and mood will also modify the leaders' behavior.

Yukl (1989) seeks to combine other approaches and identifies six variables:

- *Subordinate effort*: the motivation and actual effort expended.
- *Subordinate ability* and *role clarity*: followers knowing what to do and how to do it.
- *Organization of the work*: the structure of the work and utilization of resources.
- *Cooperation and cohesiveness*: of the group in working together.
- *Resources and support*: the availability of tools, materials, people, etc.
- *External coordination*: the need to collaborate with other groups.

Leaders here work on such factors as external relationships, acquisition of resources, managing demands on the group and managing the structures and culture of the group.

Discussion

Tannenbaum and Schmidt (1958) identified three forces that led to the leader's action: the forces in the situation, the forces in then follower and also forces in the leader. This recognizes that the leader's style is highly variable, and even such distant events as a family argument can lead to the displacement activity of a more aggressive stance in an argument than usual.

Maier (1963) noted that leaders not only consider the likelihood of a follower accepting a suggestion, but also the overall importance of getting things done. Thus in critical situations, a leader is more likely to be directive in style simply because of the implications of failure.

5. Behavioral Theories:

Behavioral theories of leadership are based upon the belief that great leaders are made, not born. Rooted in behaviorism, this leadership theory focuses on the actions of leaders not on mental qualities or internal states. According to this theory, people can *learn* to become leaders through teaching and observation.

Assumptions

Leaders can be made, rather than are born.

Successful leadership is based in definable, learnable behavior.

Description

Behavioral theories of leadership do not seek inborn traits or capabilities. Rather, they look at what leaders actually *do*.

If success can be defined in terms of describable actions, then it should be relatively easy for other people to act in the same way. This is easier to teach and learn then to adopt the more ephemeral 'traits' or 'capabilities'.

Discussion

Behavioral is a big leap from Trait Theory, in that it assumes that leadership capability can be learned, rather than being inherent. This opens the floodgates to leadership development, as opposed to simple psychometric assessment that sorts those with leadership potential from those who will never have the chance.

A behavioral theory is relatively easy to develop, as you simply assess both leadership success and the actions of leaders. With a large enough study, you can then correlate statistically significant behaviors with success. You can also identify behaviors which contribute to failure, thus adding a second layer of understanding.

6. Participative Theories:

Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making process. In participative theories, however, the leader retains the right to allow the input of others.

Assumptions

Involvement in decision-making improves the understanding of the issues involved by those who must carry out the decisions.

People are more committed to actions where they have involved in the relevant decision-making.

People are less competitive and more collaborative when they are working on joint goals.

When people make decisions together, the social commitment to one another is greater and thus increases their commitment to the decision.

Several people deciding together make better decisions than one person alone.

Style

A Participative Leader, rather than taking autocratic decisions, seeks to involve other people in the process, possibly including subordinates, peers, superiors and other stakeholders. Often, however, as it is within the managers' whim to give or deny control to his or her subordinates, most participative activity is within the immediate team. The question of how much influence others are given thus may vary on the manager's preferences and beliefs, and a whole spectrum of participation is possible, as in the table below.

< Not participative   **Highly participative >**

Autocratic decision by leader	Leader proposes decision, listens to feedback, then decides	Team proposes decision, leader has final decision	Joint decision with team as equals	Full delegation of decision to team

There are many varieties on this spectrum, including stages where the leader sells the idea to the team. Another variant is for the leader to describe the 'what' of objectives or goals and let the team or individuals decide the 'how' of the process by which the 'how' will be achieved (this is often called 'Management by Objectives').

The level of participation may also depend on the type of decision being made. Decisions on how to implement goals may be highly participative, whilst decisions during subordinate performance evaluations are more likely to be taken by the manager.

Discussion

There are many potential benefits of participative leadership, as indicated in the assumptions, above.

This approach is also known as consultation, empowerment, joint decision-making, democratic leadership, Management By Objective (MBO) and power-sharing.

Participative Leadership can be a sham when managers ask for opinions and then ignore them. This is likely to lead to cynicism and feelings of betrayal.

7. Management Theories:

Management theories, also known as transactional theories, focus on the role of supervision, organization and group performance. These theories base leadership on a system of rewards and punishments. Managerial theories are often used in business; when employees are successful, they are rewarded; when they fail, they are reprimanded or punished. Learn more about theories of transactional leadership.

Assumptions

People are motivated by reward and punishment.

Social systems work best with a clear chain of command.

When people have agreed to do a job, a part of the deal is that they cede all authority to their manager.

The prime purpose of a subordinate is to do what their manager tells them to do.

Style

The transactional leader works through creating clear structures whereby it is clear what is required of their subordinates, and the rewards that they get for following orders. Punishments are not always mentioned, but they are also well-understood and formal systems of discipline are usually in place.

The early stage of Transactional Leadership is in negotiating the contract whereby the subordinate is given a salary and other benefits, and the company (and by implication the subordinate's manager) gets authority over the subordinate.

When the Transactional Leader allocates work to a subordinate, they are considered to be fully responsible for it, whether or not they have the resources or capability to carry it out. When things go wrong, then the subordinate is considered to be personally at fault, and is punished for their failure (just as they are rewarded for succeeding).

The transactional leader often uses *management by exception*, working on the principle that if something is operating to defined (and hence expected) performance then it does not need attention. Exceptions to expectation require praise and reward for exceeding expectation, whilst some kind of corrective action is applied for performance below expectation.

Whereas Transformational Leadership has more of a 'selling' style, Transactional Leadership, once the contract is in place, takes a 'telling' style.

Discussion

Transactional leadership is based in *contingency*, in that reward or punishment is contingent upon performance.

Despite much research that highlights its limitations, Transactional Leadership is still a popular approach with many managers. Indeed, in the Leadership vs. Management spectrum, it is very much towards the management end of the scale.

The main limitation is the assumption of 'rational man', a person who is largely motivated by money and simple reward, and hence whose behaviour is predictable. The underlying psychology is Behaviourism, including the Classical Conditioning of Pavlov and Skinner's Operant Conditioning. These theories are largely based on controlled laboratory experiments (often with animals) and ignore complex emotional factors and social values.

In practice, there is sufficient truth in Behaviourism to sustain Transactional approaches. This is reinforced by the supply-and-demand situation of much employment, coupled with the effects of deeper needs, as in Maslow's Hierarchy. When the demand for a skill outstrips the

supply, then Transactional Leadership often is insufficient, and other approaches are more effective.

8. Relationship Theories:

Relationship theories, also known as transformational theories, focus upon the connections formed between leaders and followers. Transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also want each person to fulfill his or her potential. Leaders with this style often have high ethical and moral standards.

Assumptions

People will follow a person who inspires them.

A person with vision and passion can achieve great things.

The way to get things done is by injecting enthusiasm and energy.

Style

Working for a Transformational Leader can be a wonderful and uplifting experience. They put passion and energy into everything. They care about you and want you to succeed.

Developing the vision

Transformational Leadership starts with the development of a vision, a view of the future that will excite and convert potential followers. This vision may be developed by the leader, by the senior team or may emerge from a broad series of discussions. The important factor is the leader buys into it, hook, line and sinker.

Selling the vision

The next step, which in fact never stops, is to constantly sell the vision. This takes energy and commitment, as few people will immediately buy into a radical vision, and some will join the show much more slowly than others. The Transformational Leader thus takes every opportunity and will use whatever works to convince others to climb on board the bandwagon.

In order to create followers, the Transformational Leader has to be very careful in creating trust, and their personal integrity is a critical part of the package that they are selling. In effect, they are selling themselves as well as the vision.

Finding the way forwards

In parallel with the selling activity is seeking the way forward. Some Transformational Leaders know the way, and simply want others to follow them. Others do not have a ready strategy, but will happily lead the exploration of possible routes to the Promised Land.

The route forwards may not be obvious and may not be plotted in details, but with a clear vision, the *direction* will always be known. Thus finding the way forward can be an ongoing process of course correction and the Transformational Leader will accept that there will be

failures and blind canyons along the way. As long as they feel progress is being made, they will be happy.

Leading the charge

The final stage is to remain up-front and central during the action. Transformational Leaders are always visible and will stand up to be counted rather than hide behind their troops. They show by their attitudes and actions how everyone else should behave. They also make continued efforts to motivate and rally their followers, constantly doing the rounds, listening, soothing and enthusing.

It is their unswerving commitment as much as anything else that keeps people going, particularly through the darker times when some may question whether the vision can ever be achieved. If the people do not believe that they can succeed, then their efforts will flag. The Transformational Leader seeks to infect and reinfect their followers with a high level of commitment to the vision.

One of the methods the Transformational Leader uses to sustain motivation is in the use of ceremonies, rituals and other cultural symbolism. Small changes get big hurrahs, pumping up their significance as indicators of real progress.

Overall, they balance their attention between action that creates progress and the mental state of their followers. Perhaps more than other approaches, they are people-oriented and believe that success comes first and last through deep and sustained commitment.

Discussion

Whilst the Transformational Leader seeks overtly to transform the organization, there is also a tacit promise to followers that they also will be transformed in some way, perhaps to be more like this amazing leader. In some respects, then, the followers are the *product* of the transformation.

Transformational Leaders are often charismatic, but are not as narcissistic as pure Charismatic Leaders, who succeed through a belief in themselves rather than a belief in others.

One of the traps of Transformational Leadership is that passion and confidence can easily be mistaken for truth and reality. Whilst it is true that great things have been achieved through enthusiastic leadership, it is also true that many passionate people have led the charge right over the cliff and into a bottomless chasm. Just because someone *believes* they are right, it does not mean they *are* right.

Paradoxically, the energy that gets people going can also cause them to give up. Transformational Leaders often have large amounts of enthusiasm which, if relentlessly applied, can wear out their followers.

Transformational Leaders also tend to see the big picture, but not the details, where the devil often lurks. If they do not have people to take care of this level of information, then they are usually doomed to fail.

Finally, Transformational Leaders, by definition, seek to transform. When the organization does not need transforming and people are happy as they are, then such a leader will be

frustrated. Like wartime leaders, however, given the right situation they come into their own and can be personally responsible for saving entire companies.

Leadership Qualities from the U.S. Military

— Be tactically and technically proficient

— Know yourself and seek self-improvement

— Know your soldiers and look out for their welfare

— Keep your soldiers informed

— Set the example

— Ensure the task is understood, supervised and accomplished

— Train your soldiers as a team

— Make sound and timely decisions

— Develop a sense of responsibility in your subordinates

— Employ your unit in accordance with its capabilities

— Seek responsibility and take responsibility for your actions

Leadership Styles

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. Kurt Lewin (1939) led a group of researchers to identify different styles of leadership. This early study has been very influential and established three major leadership styles. The three major styles of leadership are (U.S. Army Handbook, 1973):

o Authoritarian or autocratic

o Participative or democratic

o Delegative or Free Reign

Although good leaders use all three styles, with one of them normally dominant, bad leaders tend to stick with one style.

Authoritarian (autocratic)

I want both of you to. . .

This style is used when leaders tell their employees what they want done and how they want it accomplished, without getting the advice of their followers. Some of the appropriate conditions to use it is when you have all the information to solve the problem, you are short on time, and your employees are well motivated.

Some people tend to think of this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power. This is not the authoritarian style, rather it is an abusive, unprofessional style called "**bossing people around**." It has no place in a leader's repertoire.

The authoritarian style should normally only be used on rare occasions. If you have the time and want to gain more commitment and motivation from your employees, then you should use the participative style.

Participative (democratic)

Let's work together to solve this. . .

This style involves the leader including one or more employees in the decision making process (determining what to do and how to do it). However, the leader maintains the final decision making authority. Using this style is not a sign of weakness, rather it is a sign of strength that your employees will respect.

This is normally used when you have part of the information, and your employees have other parts. Note that a leader is not expected to know everything — this is why you employ *knowledgeable* and *skillful* employees. Using this style is of mutual benefit — it allows them to become part of the team and allows you to make better decisions.

Delegative (free reign)

You two take care of the problem while I go. . .

In this style, the leader allows the employees to make the decisions. However, the leader is still responsible for the decisions that are made. This is used when employees are able to analyze the situation and determine what needs to be done and how to do it. You cannot do everything! You must set priorities and delegate certain tasks.

This is not a style to use so that you can blame others when things go wrong, rather this is a style to be used when you fully trust and confidence in the people below you. Do not be afraid to use it, however, use it **wisely!**

NOTE: This is also known as laissez faire (or lais·ser faire), which is the noninterference in the affairs of others. [French : laissez, second person pl. imperative of laisser, to let, allow + faire, to do.]

Forces

A good leader uses all three styles, depending on what forces are involved between the followers, the leader, and the situation. Some examples include:

o   Using an authoritarian style on a new employee who is just learning the job. The leader is competent and a good coach. The employee is motivated to learn a new skill. The situation is a new environment for the employee.

o   Using a participative style with a team of workers who know their job. The leader knows the problem, but does not have all the information. The employees know their jobs and want to become part of the team.

o   Using a delegative style with a worker who knows more about the job than you. You cannot do everything and the employee needs to take ownership of her job! In addition, this allows you to be at other places, doing other things.

o   Using all three: Telling your employees that a procedure is not working correctly and a new one must be established (authoritarian). Asking for their ideas and input on creating a new procedure (participative). Delegating tasks in order to implement the new procedure (delegative).

Forces that influence the style to be used included:

o   How much time is available.

o   Are relationships based on respect and trust or on disrespect?

o   Who has the information — you, your employees, or both?

o   How well your employees are trained and how well you know the task.

o   Internal conflicts.

o   Stress levels.

o   Type of task. Is it structured, unstructured, complicated, or simple?

o   Laws or established procedures such as OSHA or training plans.

Positive and Negative Approaches

There is a difference in ways leaders approach their employee. Positive leaders use rewards, such as education, independence, etc. to motivate employees. While negative employers emphasize penalties. While the negative approach has a place in a leader's repertoire of tools, it must be used carefully due to its high cost on the human spirit.

Negative leaders act domineering and superior with people. They believe the only way to get things done is through penalties, such as loss of job, days off without pay, reprimanding employees in front of others, etc. They believe their authority is increased by frightening everyone into higher levels of productivity. Yet what always happens when this approach is used wrongly is that morale falls; which of course leads to lower productivity.

Also note that most leaders do not strictly use one or another, but are somewhere on a continuum ranging from extremely positive to extremely negative. People who continuously work out of the negative are bosses while those who primarily work out of the positive are considered real leaders.

Use of Consideration and Structure

Two other approaches that leaders use are:

Consideration (employee orientation) — leaders are concerned about the human needs of their employees. They build teamwork, help employees with their problems, and provide psychological support.

Structure (task orientation) — leaders believe that they get results by consistently keeping people busy and urging them to produce.

There is evidence that leaders who are considerate in their leadership style are higher performers and are more satisfied with their job (Schriesheim, 1982).

Also notice that consideration and structure are independent of each other, thus they should not be viewed on opposite ends of a continuum. For example, a leader who becomes more considerate, does not necessarily mean that she has become less structured.

See Blake and Mouton's *Managerial Grid* as it is also based on this concept.

Paternalism

Paternalism has at times been equated with leadership styles. Yet most definitions of leadership normally state or imply that one of the actions within leadership is that of *influencing*. For example, the Army uses the following definition:

Leadership is influencing people — by providing purpose, direction, and motivation — while operating to accomplish the mission and improving the organization.

The Army further goes on by defining "influence" as:

a means of getting people to do what you want them to do. It is the means or method to achieve two ends: operating and improving. But there is more to influencing than simply passing along orders. The example you set is just as important as the words you speak. And you set an example — good or bad — with every action you take and word you utter, on or off duty. Through your words and example, you must communicate purpose, direction, and motivation.

While "paternalism" is defined as (Webster):

a system under which an authority undertakes to supply needs or regulate conduct of those under its control in matters affecting them as individuals as well as in their relationships to authority and to each other.

Thus paternalism supplies needs for those under its protection or control, while leadership gets things done. The first is directed inwards, while the latter is directed outwards.
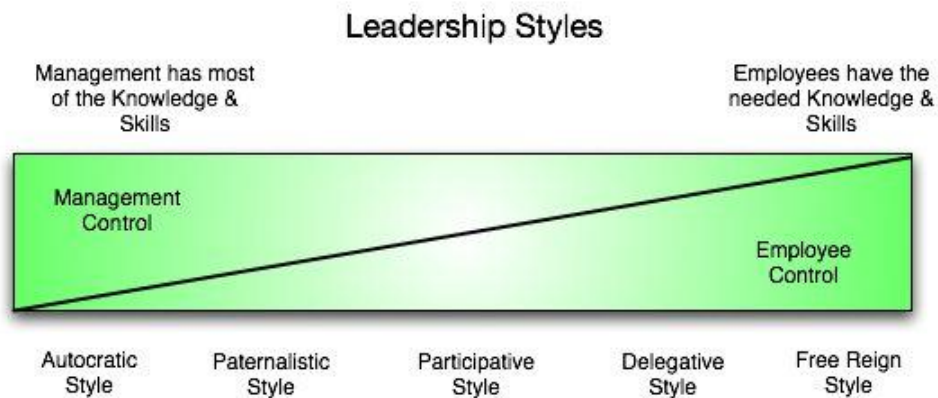
Keeping the above in mind, it seems that some picture paternalistic behavior as almost a barbaric way of getting things accomplished. Yet, leadership is all about getting things done for the organization. And in some situations, a paternalistic style of decision-making might be required; indeed, in some cultures and individuals, it may also be expected by not only those in charge, but also the followers. That is what makes leadership styles quite interesting — they basically run along the same continuum as Hofstede's PDI, ranging from paternalistic to consultative styles of decision making. This allows a wide range of individual behaviors to be dealt with, ranging from beginners to peak performers. In addition, it accounts for the fact that not everyone is the same.
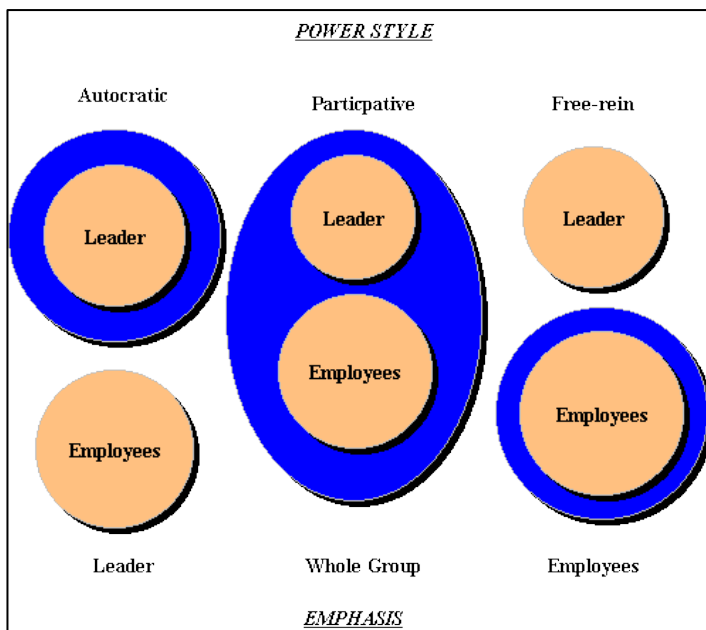
However, when paternalistic or autocratic styles are relied upon too much and the employees are ready and/or willing to react to a more consultative type of leadership style, then it normally becomes quite damaging to the performance of the organization.

Activities – 1 Unit

1. Got to http://www.humanmetrics.com/rot/politicalsuccess/politicalsuccess.htm and take the quiz on political leadership skills. When finished, print out your results and bring them to class.
   a. Based on the survey, which political leader are you most like?
   b. Do a bit of research on that individual and decide if the assessment is accurate.
   c. What do you like about this particular leader? What do you not like?Based on your understanding of leadership, predict what kind of leader YOU would be.

2. Complete the Leadership Quiz at the end of this guide. What kind of leader are you?

3. Do you believe this to be an accurate assessment of your leadership style? Why or why not?

4. Watch the documentary **The Fog of War**: **Eleven Lessons from the Life of Robert S. McNamara**. Answer the following questions:
   a. What leadership qualities did McNamara demonstrate throughout the film?
   b. What kind of leader was McNamara?
   c. Do you believe you could work for Robert McNamara? Why or why not?

5. Based on your understanding of the demands of political leadership, answer the following questions:
   a. What do you believe are the three most important qualities a leader must have?
   b. Would these qualities change if the situation changes (i.e. war vs peace time, economic depression vs economic prosperity, etc)

6. Based on your understanding of political leadership, create a character sketch of your "ideal leader". Be as detailed as you feel you need to be. There are no wrong answers. Keep a copy of this sketch throughout the semester and feel free to change and adapt it as you develop your understanding of politics.

Leadership Style Survey

This questionnaire contains statements about leadership style beliefs. Be honest about your choices as there are no right or wrong answers — it is only for your own self-assessment. Next to each statement, circle the number that represents how strongly you feel about the statement by using the following scoring system:

o Almost Always True — 5

o Frequently True — 4

o Occasionally True — 3

o Seldom True — 2

o Almost Never True — 1

1.	I always retain the final decision making authority within my department or team.	5	4	3	2	1
2.	I always try to include one or more employees in determining what to do and how to do it. However, I maintain the final decision making authority.	5	4	3	2	1
3.	I and my employees always vote whenever a major decision has to be made.	5	4	3	2	1
4.	I do not consider suggestions made by my employees as I do not have the time for them.	5	4	3	2	1
5.	I ask for employee ideas and input on upcoming plans and projects.	5	4	3	2	1
6.	For a major decision to pass in my department, it must have the approval of each individual or the majority.	5	4	3	2	1
7.	I tell my employees what has to be done and how to do it.	5	4	3	2	1
8.	When things go wrong and I need to create a strategy to keep a project or process running on schedule, I call a meeting to get my employee's advice.	5	4	3	2	1
9.	To get information out, I send it by email, memos, or voice mail; very rarely is a meeting called. My employees are then expected to act upon the information.	5	4	3	2	1
10.	When someone makes a mistake, I tell them not to ever do that again and make a note of it.	5	4	3	2	1
11.	I want to create an environment where the employees take ownership of the project. I allow them to participate in the decision making process.	5	4	3	2	1

12.	I allow my employees to determine what needs to be done and how to do it.	5	4	3	2	1
13.	New hires are not allowed to make any decisions unless it is approved by me first.	5	4	3	2	1
14.	I ask employees for their vision of where they see their jobs going and then use their vision where appropriate.	5	4	3	2	1
15.	My workers know more about their jobs than me, so I allow them to carry out the decisions to do their job.	5	4	3	2	1
16.	When something goes wrong, I tell my employees that a procedure is not working correctly and I establish a new one.	5	4	3	2	1
17.	I allow my employees to set priorities with my guidance.	5	4	3	2	1
18.	I delegate tasks in order to implement a new procedure or process.	5	4	3	2	1
19.	I closely monitor my employees to ensure they are performing correctly.	5	4	3	2	1
20.	When there are differences in role expectations, I work with them to resolve the differences.	5	4	3	2	1
21.	Each individual is responsible for defining their job.	5	4	3	2	1
22.	I like the power that my leadership position holds over subordinates.	5	4	3	2	1
23.	I like to use my leadership power to help subordinates grow.	5	4	3	2	1
24.	I like to share my leadership power with my subordinates.	5	4	3	2	1
25.	Employees must be directed or threatened with punishment in order to get them to achieve the organizational objectives.	5	4	3	2	1
26.	Employees will exercise self-direction if they are committed to the objectives.	5	4	3	2	1
27.	Employees have the right to determine their own organizational objectives.	5	4	3	2	1
28.	Employees seek mainly security.	5	4	3	2	1

| 29. | Employees know how to use creativity and ingenuity to solve organizational problems. | 5 | 4 | 3 | 2 | 1 |
| 30. | My employees can lead themselves just as well as I can. | 5 | 4 | 3 | 2 | 1 |

In the table below, enter the score of each item on the above questionnaire. For example, if you scored item one with a 3 (Occasionally), then enter a 3 next to Item One. When you have entered all the scores for each question, total each of the three columns.

Item	Score	Item	Score	Item	Score
1	_____	2	_____	3	_____
4	_____	5	_____	6	_____
7	_____	8	_____	9	_____
10	_____	11	_____	12	_____
13	_____	14	_____	15	_____
16	_____	17	_____	18	_____
19	_____	20	_____	21	_____
22	_____	23	_____	24	_____
25	_____	26	_____	27	_____
28	_____	29	_____	30	_____
TOTAL	_____	*TOTAL*	_____	*TOTAL*	_____
	Authoritarian Style		Participative Style		Delegative Style

This questionnaire is to help you assess what leadership style you normally operate out of. The lowest score possible for any stage is 10 (Almost never) while the highest score possible for any stage is 50 (Almost always).

The highest of the three scores in the columns above indicate what style of leadership you normally use — Authoritarian, Participative, or Delegative. If your highest score is 40 or more, it is a strong indicator of your normal style.

The lowest of the three scores is an indicator of the style you least use. If your lowest score is 20 or less, it is a strong indicator that you normally do not operate out of this mode.

If two of the scores are close to the same, you might be going through a transition phase, either personally or at work, except if you score high in both the participative and the delegative then you are probably a delegative leader.

If there is only a small difference between the three scores, then this indicates that you have no clear perception of the mode you operate out of, or you are a new leader and are trying to feel out the correct style for yourself.

Leadership Final Assignment – 2 Units

You have looked fairly extensively at political theory, ideology and leadership—mostly in a conceptual way. Now, you have the opportunity to bring some of these concepts together.

1. Choose ONE of the following leaders, countries and time periods. This list is exclusively dictators from countries all around the world throughout the 20th Century. The reason is simple – generally these individuals hold very extreme views and use extreme methods and policy to achieve their goal. Remember, for the most part, dictators come to power because they believe they can run their country more effectively than those they seek to replace.

   - The Taliban -- Afghanistan—1978-1989 OR 1996-2001
   - Houari Boumediène -- Algeria—1965-1978
   - Argentina—1946-1955 (Juan Peron)
   - Salvador Allende -- Chile—1970-1973
   - Augusto Pinochet – Chile -- 1973-1990
   - Mao Zedong -- China—1949-1976
   - Fidel Castro -- Cuba—1959- present
   - Adolf Hitler -- Germany—1933-1945
   - Papa Doc -- Haiti—1957-1971
   - Baby Doc – Haiti -- 1971-1986
   - Saddam Hussein -- Iraq—1979-2003
   - Benito Mussolini -- Italy—1922-1945
   - Muammar Qaddafi -- Libya—1969-present
   - Kim Il-Sun -- North Korea—1948-1991
   - Kim Jong-Il – North Korea – 1991-present
   - Ho Chi Minh -- North Vietnam—1954-1976
   - Nicolae Ceausescu -- Romania—1967-1989
   - King Fahd/Crown Prince Abdullah -- Saudi Arabia – 1982-present
   - Francisco Franco -- Spain—1936-1976
   - Idi Amin -- Uganda—1971-1979
   - Marshall Josip Tito -- Yugoslavia—1945-1980
   - Slobodan Milosovic – Yugoslavia—1997-2000
   - Ferdinand Marcos – Phillipines – 1965-1986
   - Robert Mugabe – Zimbabwe – 1980-present
   - Jean Bedel Bokassa – Central African Republic – 1966-1976
   - Pol Pot – Cambodia – 1976-1979
   - Mobutu Sesa Seko – Zaire – 1965-1997
   - Ayatola Khomeini – Iran – 1979-1989
   - Isaias Afewerki – Eritrea – 1993-present
   - President Suharto – Indonesia – 1967-1998
   - PW Botha – South Africa – 1978-1989
   - Another leader of your choice, approved by your teacher

1. You will need to do some significant research on your selection. Perhaps you may wish to start with a basic encyclopedia overview or a look at an almanac (available in the library). The school library also has a number of books on the more famous dictators. Another good place to start is http://newsvote.bbc.co.uk Go to Search and type in "country profile" and whichever country you are looking for. You will have to look at other books, magazines, newspaper articles or RELIABLE internet sources for more information as well. The focus for this assignment is:
    - the major political ideology—liberalism, conservatism, socialism, communism, fascism—involved in governing the country during the time period
    - how power/authority was acquired
    - ways in which the original ideology was modified by the leaders of the country (be specific)
    - overall effects of the government on the people—have/did their lives improved because of this political system?
    - success of the country economically—hint—you may want to look at the life expectancy here
    - influence of the country economically
    - **This should be your hypothesis! :** has/did the country benefitted from the application of the ideology to its national government? **In other words, was/is the dictator truly an improvement over the government he replaced?**

Your assignment is to be done in proper essay form, following the directions given below.

- proper essay form
- 750 ish words
- proper spelling and grammar
- double spaced
- citations
- proper bibliography

PLEASE PICK UP A HISTORY DEPARTMENT STYLE GUIDE FROM YOUR TEACHER BEFORE YOU PROCEED.

Be sure to see your teacher if you have any questions about this assignment or how to go about presenting it in the proper manner.