

**Leadership for Individuals and Small Groups**  
**Developing Competence**  
**Course Outline**

- I. Registration
  
- II. Using the L.E.A.D.E.R. Action Method (LAM)
  - A. Locate
  - B. Evaluate
  - C. Analyze
  - D. Determine
  - E. Establish
  - F. Review
  
- III. Basis of Power –
  - A. What is Leadership Power?
  - B. The influence a leader has with his/her followers is commonly referred to as Leadership Power
  - C. Sources of Leadership Power
    - 1. Legitimate Power
      - a. Position or Rank
      - b. Age, seniority, elected or appointed office or job
    - 2. Reward Power
      - a. Belief that leader can provide something the follower values
      - b. Bonuses, incentives, good assignments, etc.
    - 3. Coercive Power
      - a. Belief that leader can punish or hurt the follower in some way
      - b. Impose punishments and sanctions
    - 4. Expert Power
      - a. Power based on certain knowledge or superior knowledge in certain areas
    - 5. Referent Power
      - a. Leader is followed because the follower accepts the leader's actions and wants to emulate the leader or his/her qualities
      - b. People like, respect and are emotionally drawn to this leader
  - D. What source of power is the best? “Where does your Power Really Come From?”
    - 1. Referent Power is the best because people want to be like you because you Model the proper organizational behavior
    - 2. “A method of influencing behavior of individuals, teams, and organizations to achieve desired goals.
  
- VI. “In-Groups and Out-Groups”
  - 1. What are “In-Groups” and “Out-Groups” – “Good Ol’ Boys and Girls”
    - a. Recognize relationship or connection between two people
    - b. Vertical dyad Linkage
  - F. In-Group Indicators
    - 1. High degree of communication

2. Influence in decision making
  3. Priority in task assignment
  4. Job latitude
  5. Leadership support
  6. Mentoring-type activities
- G. Out-Group Indicators
1. Low degree of communication
  2. Less influence in decision making
  3. Low priority of task assignment
  4. Less job latitude
  5. Less leadership support
  6. Less mentoring-type activities
- H. Who has more influence?
- I. Why is this a problem?
- J. How to avoid the perception of In-Groups and Out-Groups
1. Increase/decrease communications across the board
  2. Include as many as possible in decision making
  3. Priority task assignments for everyone
  4. Provide job latitude equitable
- V. Followership – “How can we lead without them?”
- A. Who would you follow?
- B. What is “Followership”?
1. Can you lead without followers?
  2. Every leader is also a follower
- C. Different kinds of leaders
- D. Focus on leadership
1. The influence relationship between leaders and followers
  2. Effects of followers’ individual characteristics on leadership
  3. Followership styles
  4. Upward leadership
- E. Followership facts
1. There are no “Leaders” without “Followers”.
  2. Most effective follower traits are also effective leader traits
  3. Not all “good” followers make “good” leaders
  4. Not all leaders are effective followers
- F. What is Followership?
1. Followership refers to the role of followers in a leadership process
- G. What is Upward Leadership?
1. Identify leaders for development
  2. Coach leaders on a “one-on-one” basis
  3. Create development programs for improvement in upward competencies
- H. Developing effective followers
1. Improve independent critical thinking
  2. Improve leadership/subordinate relationships
  3. Effective followers enhance self-management

4. Disagree agreeably (Loyal “No sirs”)
5. Builds credibility

## VI. People in the Work Place – Understanding Each Other

### A. Throughputs and Heuristics

1. Attention
  - a. Attention is the focus of our senses
2. Perception
  - a. Perception gives meaning to the information the senses take in
3. Cognition
  - a. cognition is the act or process of knowing
4. Personality
  - a. The way in which individuals interact with each other
5. Values
  - a. Things that are important to the individual

### B. Needs

1. Achievement
2. Power
3. Affiliation

### C. Motives

1. Needs that motivate people
2. anything that provides direction, intensity, and persistence to behavior

### D. Adult development

1. Structure-building (stability) periods
2. Structure-changing (transition) periods

### E. Living Generations

1. A body of individuals born and living at approximately the same time

### F. Veteran (1921 – 1945) Traditional Generation Characteristics

1. Hardworking
2. Loyal
3. Submissive
4. Technology challenged

### G. Veteran (1921 – 1945) Traditional Generation Influences

1. Great Depression
2. World War II

### H. Baby Boomer (1946 – 1964) Generation Characteristics

1. Work-centric
2. Independent
3. Goal-oriented
4. Competitive

### I. Baby Boomer (1946 – 1964) Generation Influences

1. Cold War
2. Mutual nuclear destruction
3. NASA
4. Martin Luther King
5. “The Pill”

- 6. Brown vs. the Board of Education
- J. Generation “X” (1965 – 1979) Characteristics
  - 1. Individualistic
  - 2. Technology Adept
  - 3. Flexible
  - 4. Value work/Life Balance
- K. Generation “X” (1965 – 1979) Influences
  - 1. Forced busing
  - 2. Soaring divorce rate
  - 3. The Women’s Movement
  - 4. Advent of Internet
  - 5. Fall of the Berlin Wall
  - 6. Explosion of Space Shuttle Challenger
- L. Generation “Y” (Millennials) (1980 – 1999) Characteristics
  - 1. Technology savvy
  - 2. Family-centric
  - 3. Achievement oriented
- M. Generation “Y” (Millennials) (1980 – 1999) Influences
  - 1. Oklahoma City bombing
  - 2. Daycare as a way of life
  - 3. e-mail over snail-mail
  - 4. Cloning
  - 5. Personal computers
  - 6. Booming economy, little un-employment
  - 7. September 11, 2001
  - 8. columbine High School shooting
- N. Leadership implications
  - 1. Center for Creative Leadership
- O. Generational Principles
  - 1. Despite differences, common traits and qualities also exist
  - 2. Generations value similar things
  - 3. All generations want respect
  - 4. Trust is important
  - 5. All generations want their leaders to have five attributes
    - a. Credibility
    - b. Good listener
    - c. Trustworthiness
    - d. Farsighted
    - e. Encouraging
  - 6. All generations dislike office politics
  - 7. No generation likes change
  - 8. Loyalty
  - 9. People of all ages will likely stay with an organization if they perceive they are getting 5 things
    - a. Good compensation
    - b. Developmental opportunities

- c. Chances to advance
- d. Respect and recognition
- e. Good quality of life outside work.
- 10. Important to learn on the job
- 11. Want to have a coach to improve their performance and enhance their learning
- P. Putting it all together
  - 1. A method of influencing behavior of individuals, teams, and organizations to desired goals.

## VII. Who gets Blame or Credit

- A. Assigning blame or credit for what happens
  - 1. Psychological theory that people will tend to blame positive and negative behavior on
    - a. Internal (self) attributes
    - b. External (other) attributes
- B. How does attribution work?
  - 1. To understand and explain what happens in social setting, we end To view behavior as a significant factor
  - 2. Explain behavior in terms of internal disposition not external situational factors
  - 3. Focus on the person instead of their situation.
  - 4. How are they interpreting the situation
  - 5. Emphasize individual freedom and autonomy, prefer dispositional Factors to situational ones
  - 6. When observing we make this fundamental attribution error
  - 7. When thinking of ourselves, we make situational attributions
- C. Types of attributions
  - 1. Internal
    - a. Assign blame or credit to that person's abilities or lack of abilities
  - 2. External
    - a. Assigning blame or credit to external factors beyond the person's control
- D. Rational Factors
  - 1. Consensus
    - a. Making an attribution based on how other people perform a specific task
  - 2. Consistency
    - a. Making a attribution based on how a person performed the same task on other occasions
  - 3. Distinctiveness
    - a. Making an attribution based on how well (or poorly) he/she does on a variety of different tasks
- E. Attribution Biases
  - 1. Actor/Observer Bias
    - a. to blame external or internal factors
  - 2. Self-serving Bias
    - a. Attribute one's success to one's abilities

- 3. Apology Effect
  - a. Less likely to be punished if sorry for behavior
- 4. Negative Outcome Bias
  - a. Punish if behavior has negative consequences
- F. Putting it all together
  - 1. How do the “blame or credit” (Attribution) relate to our definition of Leadership
    - a. A method of influencing behavior of individuals, teams, and organizations to achieve desired goals

## VIII Socialization

- A. Socializing people into your organization or team
  - 1. Whose responsibility is it to socialize employees or team members
- B. Socialization
  - 1. Process by which an individual acquires the social knowledge and skills  
To assume an organizational role
  - 2. Process of mutual adjustment
  - 3. Psychological process
  - 4. Vehicle that carries group or organizational culture
  - 5. Psychological contract between the individual and organizational culture
- C. Socialization agents
  - 1. Positive example (Master and Commander video)
  - 2. Negative example (Platoon video)
- D. Social Identity
  - 1. Incorporating a group into an individual’s self-concept
    - a. Group Prototype
    - b. Social Identity
    - c. Social Categorization
    - d. Social comparison
- E. Phases of Socialization
  - 1. Investigation
  - 2. Socialization
  - 3. Maintenance
  - 4. Re-socialization
  - 5. Remembrance
- F. Leader’s goal for socialization
  - 1. Evaluation
  - 2. Commitment
  - 3. Role transition
- G. Internalization
  - 1. Adopting as one’s own the standards and values of another person or society
- H. Commitment
  - 1. Being committed or pledged
- I. Innovation
  - 1. something new or different is introduced

- J. Ethical considerations in the socialization process
    - 1. Don't withhold information from group members
    - 2. Be truthful and accurate when sharing information
    - 3. Facts and opinions should be presented fairly and identified as such
    - 4. Appropriate vocabulary and language
  - K. A method of influencing behavior or individuals, teams, and organizations to achieve desired goals.
- IX. "Knowing what Glue to Use to Hold Your Teams Together" - Group Cohesion
- A. Common indicators or Group Cohesion
    - 1. Greater interaction and communication
    - 2. Power of the Group over its members
    - 3. Goal Attainment
    - 4. Member Satisfaction
    - 5. Group Loyalty
    - 6. Elaborate Group Norms and Practices
  - B. Strategies to Build & maintain Group Cohesion (S.T.I.C.K.U.M.)
    - 1. Sacrifice
    - 2. Teamwork
    - 3. Interaction
    - 4. Competition
    - 5. Keep members focused on group activities and purpose
    - 6. Unique Norms and symbols
    - 7. Missions
  - C. Task Cohesion
    - 1. Degree to which a (group) works together to achieve a specific and identifiable goal
  - D. Social Cohesion
    - 1. Degree to which the members like each other and enjoy personal satisfaction from being members of the group
- X. What's Fair is Fair" - Equity
- A. Is it treating everyone exactly the same?
    - 1. Perception of Inequity
    - 2. Perception of Equity
  - B. Perception is Reality
    - 1. Misperception is also reality
  - C. Adams' Equity Theory – Job Motivation
    - 1. Inputs
    - 2. Outputs
  - D The third factor
    - 1. Who are you comparing yourself with
    - 2. Is it a realistic comparison
    - 3. Does it make a difference?
  - E. Human reactions to inequity
    - 1. Altering Inputs

2. Altering Outcomes
  3. Psychological Distortion
  4. Altering on Person of Comparison
  5. Leaving the Field
  6. Changing the Person of Comparison
- F. Only One Leader Strategy
1. Conscious effort on a routine basis to be aware of their employees' perception of fairness
  2. Be aware of most commonly used reactions to inequity
  3. Perceptions of organizational inequities and injustices can impact organizational objectives
  4. Take a more active role in restoring followers' perception of fairness
- XI. Motivation – How it Works
- A. What is Motivation?
    1. The process that accounts for an individual's intensity, direction, and persistence of effort in obtaining a goal or filling a need
  - B. The leadership Challenge
    1. Closing the gap
  - C. Maslow's Hierarchy of Needs
  - D. Focus on Followers needs
    1. Fulfillment off the job
    2. Fulfillment on the job
  - E. Will you always know what motivates your employees?
  - F. How Motivation Works
    1. Needs
      - a. Creates desire to fulfill needs; food, friendship, achievement creativity, etc.
    2. Behavior
      - a. Actions to fulfill needs
    3. Reward
      - a. Satisfy needs; Intrinsic or Extrinsic rewards
- XII. “The Carrot or the Stick” - Motivating with Consequences
- A. Carrot
    1. A reward of some kind, better job, award, more money, etc
  - B. Stick
    1. The threat of something nasty happening to you
  - C. Operant Conditioning
    1. Stimulus
    2. Response
    3. Consequence
    4. Future Response
    5. A cue for a behavioral response
    6. The behavioral response
    7. Reward or punishment



- 8. Reward or punishment anticipated in the future
- D. Avoidance Learning
  - 1. Stimulus
  - 2. Response
  - 3. Consequence
  - 4. Future response
- E. Imposing Punishment “Rules”
  - 1. Directed at the behavior not the person
  - 2. Render as soon as possible
  - 3. Off-task and on-task behaviors involved
  - 4. Strong enough to stop off-task behavior , not excessive
  - 5. Punishment discussion should be brief, focused, and not delivered sympathetically
- F. Escape Learning
  - 1. Escaping an ongoing unpleasant circumstance
- G. Positive Reinforcement
  - 1. Rewards cause behaviors to be repeated
- H. Extinction
  - 1. Without reward behavior diminishes and then stops. It becomes extinct
- I. Observational Learning
  - 1. Learn what is correct or incorrect by observing what happens in a given situation
  - 2. Consequences applied to one person may influence behavior of others.
- J. Theory of Self-Regulation
  - 1. Employees evaluate their own behavior
  - 2. Against their own standards
  - 3. Regulate themselves
- XIII. “Setting Realistic and Attainable Goals”
  - A. Expectancy Theory of Motivation ( $M = E \times I \times V$ )
  - B. Behavior
    - 1. Human beings will choose to engage in..... Expectancy
  - C. Objective
    - 1. Tasks and activities they believe they can accomplish, Instrumentality
  - D. Reward
    - 1. Leads to the rewards they want....Valance
  - E. Motivation = Expectancy x Instrumentality x Valance
  - F. Goal Setting
    - 1. A desired end state
    - 2. Developing, negotiating and/or forming the objectives the employee is responsible for accomplishing
    - 3. to assess followers, provide milestones and guide behavior
  - G. Motivation Mechanisms
    - 1. direct Attention
    - 2. Regulate Effort

- 3. Increase Persistence
- 4. Foster Strategies & Action Plans
- H. Leader Strategies
  - 1. Goal Setting – Difficult and Specific
  - 2. Goal Acceptance
  - 3. Support
  - 4. Feedback

#### XIV. Building Teams from beginning to End - Group Development

- A. Perspectives on Group Development
  - 1. Coach takes responsibility for decision
  - 2. Players take responsibility for decision
- B. What is a “Social Norm”
  - 1. Average level of achievement or performance of a group or person
  - 2. Standard of conduct or behavior that is required desired or tolerated as normal
  - 3. Standard of behavior shared by members of a social group to which each Member is expected to conform
- C. Group Development chart – Handout
- D. Appropriate Leader Behaviors
  - 1. Forming
    - a. Evaluate
    - b. Clarify
    - c. Facilitate
    - d. Coordinate
    - e. Goal
    - f. Role
    - g. and intimacy issues among group members
  - 2. Storming
    - a. Manage dependency
    - b. Role negotiation
    - c. Coalition
    - d. Conflict issues
  - 3. Norming
    - a. Facilitate consensus building
  - 4. Performing
    - a. Supervisors participate
    - b. Team members operate with increased autonomy
  - 5. Adjourning
    - a. Celebrate accomplishments of group
- E. Development
  - 1. Inputs
  - 2. Throughputs
  - 3. Outputs
- F. Team Players – What Kind of Team Player Are you?”
  - 1. Team Player Survey

- XV. Team Decision Making
  - A. Why involve a group in the decision making process
  - B. How can a leader know when to involve the group
  - C. Group Decision making Stages
    - 1. Forming
      - a. Defining and organizing the issue to be resolved
    - 2. Storming
      - a. Gathering information and weighing options
    - 3. Norming
      - a. Group relies on social decision making
    - 4. Performing
      - a. Group or focal leader carries out decision
  - D. Group decision making limitations
    - 1. Same judgmental biases as individuals
      - a. Discredited information
      - b. Overlook statistical information
      - c. Overemphasize personality as a cause
      - d. use information that confirms their predispositions
    - 2. Interpersonal Relationships
    - 3. Tendency to make riskier decisions
  - E. Groupthink
    - 1. A type of thought exhibited by group members who try to
      - a. Minimize conflict and reach a consensus
      - b. Thinking engaged in a deeply cohesive group
    - 2. Group think indicators
      - a. The Illusion of Invulnerability
      - b. The Inherent Morality of the Group
      - c. Closed Mindedness
      - d. Sterotypes of Outsiders
      - e. Self-censorship
      - f. Direct Pressure
      - g. mind guards
      - h. Illusion of Unanimity
  - F. Abilene Paradox (Video)
  - G. Normative Model of Decision Making
    - 1. When to involve a group
    - 2. Does group decision making improve productivity
    - 3. Victor Vroom research
  - H. Decision making styles
    - 1. Decide
    - 2. Consult (Individual)
    - 3. Consult (Group)
    - 4. Facilitate
    - 5. Delegate

- I. Situational Factors
  - 1. Decision Significance
  - 2. Importance of Commitment
  - 3. Leader Expertise
  - 4. Likelihood of Commitment
  - 5. Goal Alignment
  - 6. Team Competence
- J. Leader Strategies
  - 1. Understand stages of group decision-making
  - 2. Limitations of group decision-making
  - 3. Avoid personal beliefs & opinions
  - 4. Require unbiased discussion by all members
  - 5. Require healthy critique of options and information
  - 6. Meet without leader when necessary
  - 7. Have assigned dissenter or “devil’s advocate”
  - 8. Consider Subgroups
  
- XVI. Managing Team Conflict – Healthy or Not
  - A. Conflict is inevitable between groups in organizations
    - 1. Understanding why it happens
    - 2. How does a leader manage group conflict
  - .B. Intergroup Conflict
    - 1. Pros
      - a. Builds group cohesion
      - b. Identify strengths and weakness
      - c. Stimulus for change
      - d. Focuses group on priorities
    - 2. Cons
      - a. Can disrupt accomplishment of group
      - b. Can lead to disruption of the organization mission
      - c. Consumes group energy
  - C. Sources of Intergroup Conflict
    - 1. Goal Orientation
    - 2. Time Orientation
    - 3. Tangible Nature of Work
    - 4. Frequency of Interaction
    - 5. Physical Separation
    - 6. Competition over Scarce Resources
    - 7. Ambiguous Work Assignments
  - D. Conflict Resolution Strategies
    - 1. Avoidance
    - 2. Establish Liaison Groups
    - 3. Introducing Superordinate Goals
    - 4. Forcing
    - 5. Problem Solving – Reactive Strategy

## XVII. An Ethical Environment – The Leaders Challenge

- A. Four characteristics of admired leaders
  - 1. Honest
  - 2. Forward-looking
  - 3. Competent
  - 4. Inspiring
- B. Recent examples
- C. Ethical – Defined
  - 1. Specific system of standards, principles or values.
  - 2. Conforming to accepted standards of conduct
  - 3. Moral principles that govern a person's or group's behavior
- D. Three Theories of Moral Development
  - 1. Psychoanalytic Freud
  - 2. Cognitive Development (Kohlberg)
  - 3. Social Learning (Bandura)
- E. Unethical behavior
  - 1. If not addressed once it is acknowledged or known is in essence allowed
- F, Influencing the Actions of Others
  - 1. Leaders setting the role model
  - 2. Setting clear guidelines, expectations, norms
  - 3. Measuring the ethical climate
  - 4. Monitor stress and competition
  - 5. Reward only ethical behavior – swiftly
  - 6. Punish only unethical behavior – swiftly
  - 7. Gaining support and commitment from everyone to shared values
  - 8. The quality of leader-follower relationships

## XVIII. Communicating in Any Organization – Active Listening

- A. Communications
  - 1. The transfer of meaning
  - 2. Leader's medium of influence
  - 3. Conduit of influence
- B. Model of Communication
  - 1. Source
    - a. Sender
    - b. Intended message
  - 2. Message
  - 3. Receiver
    - a. Message
    - b. How perceived
  - 4. Filters
- C. Successful Communication
  - 1. Communication is an art of the recipient
  - 2. Not successful unless intended meaning has been understood by the intended receiver

- D.. Individual differences matter
- E. Non-verbal matters
- F. High and Low Context Cultures/Communication
- G. Seven Active Listening Techniques
  1. Concentrate on what others are saying
  2. Send the nonverbal message that you are listening
  3. Avoid early evaluations
  4. Avoid getting defensive
  5. Practice paraphrasing
  6. Listening (and observe) for feelings
  7. Ask questions

XIX. Case Studies and Application

A. Final Case Study Scenarios

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XX. Course Post test

XXI. Course Evaluation and Certificates