

SIXTH EDITION

Leadership

THEORY, APPLICATION,
& SKILL DEVELOPMENT



Robert N. Lussier Christopher F. Achua

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& SKILL DEVELOPMENT



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DEDICATION

*To my wife Marie and our six children:
Jesse, Justin, Danielle, Nicole, Brian, and Renee*

— Robert N. Lussier

*To my family, especially my wife (Pauline),
the children (Justin, Brooke, Jordan, Cullen, Gregory and Zora)
and my mother (Theresia Sirri).*

— Christopher F. Achua



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Preface

Target Market

This book is intended for leadership courses offered at the undergraduate and graduate levels in schools of business, public administration, health care, education, psychology, and sociology. No prior coursework in business or management is required. The textbook can also be used in management development courses that emphasize the leadership function, and can supplement management or organizational behavior courses that emphasize leadership, especially with an applications/skill development focus.

Goals and Overview of Competitive Advantages

In his book *Power Tools*, John Nirenberg asks, “Why are so many well-intended students learning so much and yet able to apply so little in their personal and professional lives?” Is it surprising that students cannot apply what they read and cannot develop skills, when most textbooks continue to focus on theoretical concepts? Textbooks need to take the next step and develop students’ ability to apply what they read and to build skills using the concepts. I (Lussier) started writing management textbooks in 1988—prior to the call by the Association to Advance Collegiate Schools of Business (AACSB) for skill development and outcomes assessment—to help professors teach their students how to apply concepts and develop management skills. Pfeffer and Sutton concluded that the most important insight from their research is that knowledge that is actually implemented is much more likely to be acquired from learning by doing, than from learning by reading, listening, or thinking. We designed this book to give students the opportunity to learn by doing.

The overarching goal of this book is reflected in its subtitle: theory, application, skill development. We developed the total package to teach leadership theory and concepts, to improve ability to apply the theory through critical thinking, and to develop leadership skills. Following are our related goals in writing this book:

- To be the only traditional leadership textbook to incorporate the three-pronged approach. We make a clear distinction between coverage of theory concepts, their application, and the development of skills based on the concepts. The Test Bank includes questions under each of the three approaches.
- To make this the most “how-to” leadership book on the market. We offer behavior models with step-by-step guidelines for handling various leadership functions (such as how to set objectives, give praise and instructions, coach followers, resolve conflicts, and negotiate).
- To offer the best coverage of traditional leadership theories, by presenting the theories and research findings without getting bogged down in too much detail.
- To create a variety of high-quality application material, using the concepts to develop critical-thinking skills.
- To create a variety of high-quality skill-development exercises, which build leadership skills that can be used in students’ personal and professional life.
- To offer behavior-modeling leadership skills training.
- To make available a DVD, including 7 Behavior Model Videos and 12 Video Cases.
- To suggest self-assessment materials that are well integrated and illustrate the important concepts discussed in the text. Students begin by determining their personality profile in Chapter 2, and then assess how their personality affects their leadership potential in the remaining chapters.

- To provide a flexible teaching package, so that professors can design the course to best meet the leadership needs of their students. The total package includes more material than can be covered in one course. Supplemental material is included, thus only one book is needed—making it a low-cost alternative for the student.

Flexibility Example

The textbook, with 12 chapters, allows time for other materials to be used in the leadership course. The textbook includes all the traditional topics in enough detail, however, to use only the textbook for the course. It offers so much application and skill-development material that it cannot all be covered in class during one semester. Instructors have the flexibility to select only the content and features that best meet their needs.

Specific Competitive Advantage— Pedagogical Features

Three-Pronged Approach

We created course materials that truly develop students into leaders. As the title of this book implies, we provide a balanced, three-pronged approach to the curriculum:

- A clear understanding of the traditional theories and concepts of leadership, as well as of the most recently developed leadership philosophies
- Application of leadership concepts through critical thinking
- Development of leadership skills

The three-pronged approach is clear in the textbook and is carried throughout the Instructor's Manual and Test Bank.

Theory

Leadership Theories, Research and References, and Writing Style: This book has been written to provide the best coverage of the traditional leadership theories, presenting the theories and research findings clearly without being bogged down in too much detail. The book is heavily referenced with classic and current citations. Unlike the textbooks of some competitors, this book does not use in-text citations, to avoid distracting the reader and adding unnecessary length to the text chapters. Readers can refer to the notes for complete citations of all sources. Thus, the book includes all the traditional leadership topics, yet we believe it is written in a livelier, more conversational manner than those of our competitors.

The following features are provided to support the first step in the three-pronged approach—theory.

Learning Outcomes: Each chapter begins with Learning Outcomes. At the end of the chapter, the Learning Outcomes are integrated into the chapter summary.

Key Terms: A list of key terms appears at the end of each chapter. Clear definitions are given in the text for approximately 15 of the most important concepts from the chapter (with the key term in bold and the definition in italic).

Chapter Summary: The summary lists the Learning Outcomes from the beginning of the chapter and gives the answers. For each chapter, the last Learning Outcome requires

students to define the key terms of the chapter by writing the correct key term in the blank provided for each definition.

Review Questions: These questions require recall of information generally not covered in the Learning Outcomes.

Application

The second prong of our textbook is to have students apply the leadership theories and concepts so that they can develop critical-thinking skills. Students develop their application skills through the following features.

Opening Case Application: At the beginning of each chapter, information about an actual manager and organization is presented. The case is followed by four to eight questions to get students involved. Throughout the chapter, the answers to the questions are given to illustrate how the manager/organization actually uses the text concepts to create opportunities and solve problems through decision making. A distinctive head (Opening Case APPLICATION) appears when the opening case is applied in the text.

OPENING CASE Application

I. What Big Five and leadership personality traits does Ellen Kullman possess?

To a large extent, Ellen Kullman is a successful leader because of her strong personality in the Big Five.

She has a strong need for *surgency* that helped her climb the corporate ladder at DuPont, which is dominated by men. It took energy and determination to become the first woman CEO of DuPont. She is ranked #3 on the Fortune 50 Most Powerful Women list.

Kullman has *agreeableness*. She gets along well with people having strong interpersonal skills with EI. Kullman relies more on her personal relationships than her power as CEO to get the job done. She is also sociable and sensitive to others.

She is *conscientious* at getting the job done. Being very dependable by achieving great success was a cornerstone of her climbing the corporate ladder at DuPont. Plus she is viewed as having a high level of integrity.

Kullman is well *adjusted*. Competing in a company and industry dominated by men, she has self-control and self-confidence. She is calm, good under pressure, relaxed, secure, and positive. She praises the accomplishments of her employees at all levels.

She is *open* to new experience because of her innovating and bringing to market new products at a faster clip. Kullman is highly intelligent, has an internal locus of control as she takes charge to bring changes, and is flexible.

WORK Application 2-1

Based on your personality profile, identify which dimensions are stronger, moderate, and weaker:

Work Applications: Open-ended questions, called Work Applications, require students to explain how the text concepts apply to their own work experience; there are over 100 of these scattered throughout the text. Student experience can be present, past, summer, full-time, or part-time employment. The questions help the students bridge the gap between theory and the real world. The Work Applications are also included in the Test Bank, to assess students' ability to apply the concepts.

Concept Applications: Every chapter contains a series of two to six Concept Application boxes that require students to determine the leadership concept being illustrated in a specific, short example. All the recommended answers appear in the Instructor's Manual with a brief explanation. In addition, the Test Bank has similar questions, clearly labeled, to assess students' ability to apply the concepts.

CONCEPT APPLICATION 2-1



Big Five Personality Dimensions

Identify each of these seven traits/behaviors by its personality dimension. Write the appropriate letter in the blank before each item.

- | | |
|------------------|---------------------------|
| a. surgency | d. conscientiousness |
| b. agreeableness | e. openness to experience |
| c. affiliation | |

- _____ 1. A leader is saying a warm, friendly hello to followers as they arrive at the meeting.
- _____ 2. A leader is brainstorming ideas with followers on new products.
- _____ 3. A follower is yelling about a problem, a leader calmly explains how to solve it.
- _____ 4. A leader is not very talkative when meeting some unexpected customers.
- _____ 5. A leader is letting a follower do the job his or her own way to avoid a conflict.
- _____ 6. A leader is giving detailed instructions to a follower to do the job.
- _____ 7. A purchasing agent submitted the monthly report on time as usual.

Critical-Thinking Questions: There are more than 80 critical-thinking questions (an average of seven per chapter) that can be used for class discussion and/or written assignments to develop communication and critical thinking skills.

Cases: Following the Review Questions and Critical Thinking Questions, students are presented with another actual manager and organization. The students learn how the manager/organization applies the leadership concepts from that chapter. Each Case is followed by questions for the student to answer. Chapters 2 through 11 also include cumulative case questions. Cumulative questions relate case material from prior chapters. Thus, students continually review and integrate concepts from previous chapters. Answers to the Case questions are included in the Instructor's Manual.

Video Cases: All chapters include one Video Case. Seeing actual leaders tackling real management problems and opportunities enhances student application of the concepts. The 12 Video Cases have supporting print material for both instructors and students, including a brief description and critical-thinking questions. Answers to the Video Case questions are included in the Instructor's Manual.

VIDEO CASE

“P.F.” Chang’s Serves Its Workers Well

P.F. Chang’s has over 120 full-service, casual dining Asian bistros and contemporary Chinese diners across the country, and its employees have the authority to make decisions that benefit customers. Giving employees the freedom to make decisions has had a huge impact on their attitudes and performance. Managers at P.F. Chang’s receive extensive training on how to create and nurture a positive attitude among their employees, and all workers receive an

employee handbook, which clearly spells out exactly what is expected of them.

1. In what ways does P.F. Chang’s create organizational commitment among its workers?
2. How might a manager at P.F. Chang’s use the Big Five personality factors to assess whether a candidate for a position on the wait staff would be suitable?

Skill Development

The difference between learning about leadership and learning to be a leader is the acquisition of skills, our third prong. This text focuses on skill development so students can use the leadership theories and concepts they learn to improve their personal and professional life.

Self-Assessments: Scattered throughout the text are 37 Self-Assessments. Students complete these exercises to gain personal knowledge. All information for completing and scoring the assessments is contained within the text. Students determine their personality profile in Chapter 2, and then assess how their personality affects their leadership in the remaining chapters. Self-knowledge leads students to an understanding of how they can and will operate as leaders in the real world. Although Self-Assessments do not develop a specific skill, they serve as a foundation for skill development.

SELF-ASSESSMENT 9-3

Personality and Charismatic and Transformational Leadership

Charismatic leaders have charisma based on personality and other personal traits that cut across all of the Big Five personality types. Review the ten qualities of charismatic leaders in Exhibit 9.3 on page 333. Which traits do you have?

If you have a high surgency Big Five personality style and a high need for power, you need to focus on

using socialized, rather than personalized, charismatic leadership.

Transformational leaders tend to be charismatic as well. In Self-Assessment 9-1 on page 329 you determined if you were more transformational or transactional. How does your personality affect your transformational and transactional leadership styles?

You Make the Ethical Call The boxes present issues of ethics for class discussion, with many presenting actual situations faced by real companies. Each dilemma contains two to four questions for class discussion.

YOU Make the ETHICAL Call

1.1 Is Leadership Really Important?

Scott Adams is the creator of the cartoon character Dilbert. Adams makes fun of managers, in part because he distrusts top-level managers, saying that leadership is really a crock. Leadership is about manipulating people to get them to do something they don't want to do, and there may not be anything in it for them. CEOs basically run the same scam as fortune-tellers, who make up a bunch of guesses, and when by chance one is correct, they hope you forget the other errors. First, CEOs blame their predecessors for anything that is bad, then they shuffle everything around, start a new strategic program, and wait. When things go well, despite the CEO, the CEO takes the credit and moves on to the next job. Adams says we may be hung up on leadership as part of our DNA. It seems we have always sought to put somebody above everybody else.

1. Do you agree with Scott Adams that leadership is a crock?
2. Do we really need to have someone in the leadership role?

Case Role-Play Exercise: Following each Case are instructions to prepare students to conduct an in-class role-play, based on a situation presented in the Case. Through role-playing, students develop their skills at handling leadership situations. For example, students are asked to conduct a motivational speech and to develop a vision and mission statement for an organization.

Step-by-Step Behavior Models: In addition to traditional theories of leadership, the text includes behavior models: how-to steps for handling day-to-day leadership functions, such as how to set objectives, give praise, coach, resolve conflicts, delegate, and negotiate.

Behavior Model Videos: There are seven Behavior Model Videos that reinforce the development of skills. The videos demonstrate leaders successfully handling common leadership functions, using the step-by-step behavior models discussed earlier in the Theory section. Students learn from watching the videos and/or using them in conjunction with the Skill-Development Exercises. Material in the text integrates the videos into the chapters. Ideas for using all videos are detailed in the Instructor's Manual.

Behavior Model Video

6.1

Situational Communications

Objectives

To better understand the four situational communication styles and which style to use in a given situation

Video (12 minutes) Overview

You will first listen to a lecture to understand how to use the situational communications model. Then, you will view two managers, Steve and Darius, meeting to discuss faulty parts. You are asked to identify the communication style Darius uses in four

different scenes. Write the letters of the style on the scene line after each scene. This may be completed as part of Developing Your Leadership Skills Exercise 6-2.

Scene 1.	Autocratic (S1A)
Scene 2.	Consultative (S2C)
Scene 3.	Participative (S3P)
Scene 4.	Empowerment (S4E)

Developing Your Leadership Skills: There are between one and four Exercises at the end of each chapter. We use the term *developing your leadership skills* only in referring to an exercise that will develop a skill that can be used in the students' personal or professional life at work. Full support of 30 activities can be found in the Instructor's Manual, including detailed information, timing, answers, and so on. There are three primary types of exercises:

Individual Focus. Students make individual decisions about exercise questions before or during class. Students can share their answers in class discussions, or the instructor may elect to go over recommended answers.

Group/Team Focus. Students discuss the material presented and may select group answers and report to the class.

Role-Play Focus. Students are presented with a model and given the opportunity to use the model to apply their knowledge of leadership theories through role-playing exercises.

Behavior Model Skills Training: Six of the Developing Your Leadership Skills Exercises may be used as part of behavior modeling by using the step-by-step models in the text and the Behavior Model Videos. Meta-analysis research has concluded that behavior modeling skills training is effective at developing leadership skills. For example, students read the conflict resolution model in the text, watch the video in class, and then complete an Exercise (role-play) to resolve a conflict, using the model and feedback from others.

Behavior Model Skills Training

2

Session 2

In this behavior model skills training session, you will perform three activities:

- 1 Read "Improving Performance with the Coaching Model" (to review how to use the model).
- 2 Watch Behavior Model Video 6.2, "Coaching."

- 3 Complete Developing Your Leadership Skills Exercise 6-3 (to develop your coaching skills).

For further practice, use the coaching model in your personal and professional life.

Supplements Support

Instructor's Companion Site. Access important teaching resources on this companion Web site. For your convenience, you can download electronic versions of the instructor supplements from the password-protected section of the site, including the Instructor's Manual, Cognero Testing files, Word Test Bank files, PowerPoint® slides, and a DVD Guide.

- **Instructor's Manual.** The accompanying Instructor's Manual, prepared by Robert Lusier and Christopher Achua, contains the following for each chapter of the book: a detailed outline for lecture enhancement, Review Question answers, Concept Application answers, Case and Video Case question answers, instructions on use of videos, and Developing Your Leadership Skills Exercise ideas (including setup and timing). The Instructor's Manual also contains an introduction that discusses possible approaches to the course and provides an overview of possible uses for various features and how to test and grade them. It explains the use of permanent groups to develop team leadership skills and provides guidance in the development of a course outline/syllabus.
- **Cengage Learning Testing Powered by Cognero.** This is a flexible, online system that allows you to author, edit, and manage test bank content from multiple Cengage Learning solutions; create multiple test versions in an instant; and deliver tests from your LMS, your classroom, or wherever you want. Cengage Learning Testing Powered by Cognero works on any operating system or browser, no special installs or downloads needed. You can create tests from school, home, the coffee shop—anywhere with Internet access.
- **Word Test Bank files.** These files are converted from the Cognero testing system. All questions have been scrutinized for accuracy, the test bank for each chapter includes true/false, multiple-choice, and essay questions, all correlated to national business standards, learning objectives, level of difficulty, and page references.
- **PowerPoint® Lecture Presentations.** An asset to any instructor, the lectures provide outlines for every chapter, illustrations from the text, and emphasize key concepts providing instructors with a number of learning opportunities for students.
- **DVD Guide.** Designed to facilitate use of the accompanying DVD, this guide provides summaries of each Video Case, as well as the Behavior Model Video segments. Discussion starter question and suggested answers are included.

DVD. Chapter closing videos and Behavior Model videos compiled specifically to accompany *Leadership* allow students to engage with the textual materials by applying theories and concepts of real-world situations.

Summary of Key Innovations

Our goal is to make both students and instructors successful by providing learning features that not only teach about leadership but also help students become leaders. Here are the special ways in which this is done:

- Three-pronged approach (theory, application, skill development) in the textbook and corresponding assessment of the three areas in the Test Bank
- Unique skill-development materials that build leadership skills for use in students' personal and professional life
- Unique application material to develop critical-thinking skills in applying the leadership concepts and theories
- Unsurpassed video package, with 12 Video Cases and 7 Behavior Model Videos
- Flexibility—use any or all of the features that work for you!

Changes to the Sixth Edition

The sixth edition and accompanying supplements have been thoroughly revised.

Chapter 1

The chapter has been updated and 90 percent of the references are new to this edition. Learning outcomes 5 and 6 have been combined because they are related, and learning outcome 7 has been deleted, but the review and list of key terms remains in the Chapter Summary. There is a new Opening Case Application about Amazon. The opening section headings (level 1 and 2 heads) have been changed to better match the first learning outcome. The subsection (level 3 head) on the Importance of Leadership has been rewritten with all new current references. There is a new subsection, Why Study Leadership? to answer this question. There is a new sub-section, The Need for Self-Assessment in Leadership Development, so that students understand the value of the self-assessment exercises in each chapter. Also, it gets student self-assessment in the very first section of the chapter. Self-Assessment 1-1 has been expanded to include more questions, which makes some changes to the Five Elements of Leadership. Within the Five Elements of Leadership, The Leader-Follower subsection now has level 4 headings and the influencing, organizational objectives, change, and people subsections have been heavily revised and shortened with new references. The section “Can Leadership Skills be Taught and Skills Developed” has been rewritten and shortened with all new references. The introduction to the Management Leadership Skills and the discussion of the three management skills has been shortened with new references. The Interpersonal Roles now begins with the leader, and the discussion of all ten roles has been condensed. You Make the Ethical Call 1.2, Executive Compensation, has been shortened and updated with all new references. Each of the Leadership Theory Paradigms has been shortened by removing some of the details of the findings of each paradigm that is discussed in later chapters. AACSB standards have been updated using the 2013 AACSB Business Accreditation Standards, General Skills Areas. The listing of AACSB skills developed in each of the Skill Building Exercises throughout the book has also been updated. The case is essentially new as indicated in the new title “From Steve Jobs to Tim Cook—Apple.” The information on Jobs has been decreased and the information on Cook has been increased, with several new references and current performance reported with Cook as CEO.

Chapter 2

The chapter has been updated and 92 percent of the references are new to this edition. The opening case is still DuPont, but it has been rewritten and updated with new references.

The first major section has been re-titled “Personality Traits and Leadership Trait Universality” and reorganized to better focus on Learning Outcome 1, “Explain the universality of traits of effective leaders.” The number 2 head “Applying Trait Theory” has been replaced with “Leadership Trait Universality,” and the discussion of “We Can Improve” and “Derailed Leadership Traits” level 3 heads has been moved to the “Personality Profile” section. The introduction to the Ethical Leadership section has been rewritten with all new references. The section “Does Ethical Behavior Pay?” has been rewritten with all new references. There is a new subsection, “Why Do Good People Do Bad Things?” The subsection “The Situation” has been expanded to include the “bad apple bad barrel” concept and include more situations in which unethical behavior may occur. In the “Guides to Ethical Behavior” section, subsection discussing codes of ethics and discernment and getting advice have been added. There is a new Work Application 2-4 to apply how people justify unethical behavior at work. The section “Being an Ethical Leader” has been deleted to shorten the chapter a bit. The end-of-chapter case is new—TOMS.

Chapter 3

The chapter has been updated and 86 percent of the references are new to this edition while listing the classical references to leadership and motivation theory. The opening case is still Trader Joe’s, but it has been updated and shortened. The introduction to the chapter has been rewritten with all new references. The “University of Michigan and Ohio State University Studies” section has been shortened a bit. The section, Motivation and Leadership, has been rewritten with all new references. The section on Reinforcement Theory has been shortened some, and the subsection “The Folly of Rewarding A, While Hoping for B” with Exhibit 3.12 has been deleted. The end-of-chapter case is new, Facebook COO Sheryl Sandberg. There is also a new role-play exercise that goes with it.

Chapter 4

The chapter has been updated throughout. However, this chapter is based on older contingency leadership theories. Therefore, it includes more classical references than several of the other chapters. There are 46 references and 13 are from the fifth edition, so 33 or 72 percent of the references are new to this edition. The opening case is still Indra Nooyi at PepsiCo, but the case has been completely rewritten. The Contingency Leadership Theory and Models section introduction has been updated with all new references. The closing case name has been changed by dropping the name Terry Gou from the title. It has been updated and the information about Foxconn has been shortened a bit. There are changes to all of the applying the concept boxes. The skill building exercises include the new AACSB General Skills Areas.

Chapter 5

The chapter has been updated throughout. There are 80 references and 5 are from the fifth edition; so 75, or 94 percent, of the references are new to this edition. The opening case is Mark Cuban, but the case has been completely rewritten and shorter. The introduction to the Power section has been essentially rewritten with all new references. The amount of explanation of the Types of Power and Influencing Tactics, and Ways to Increase Your Power has been reduced. The subsection “Acquiring and Losing Power” has been deleted. The introduction to the Networking section has been rewritten with all new references. The second level heading Social Networking at Work has been dropped to a third level, rewritten and shortened. The key term definition of *negotiation* has been changed. The end-of-chapter case title and the people’s names in the case have been changed.

Chapter 6

The chapter has been updated throughout. There are 87 references and 3 are from the fifth edition; so 84, or 97 percent, of the references are new to this edition. The entire Communications section has been shortened a bit throughout. The section “Communication and Leadership” has been completely rewritten with all new references. The second level heading 360-Degree Multirater Feedback is now a level 3 head. Learning Outcome 6 and the section “Common Approaches to “Getting Feedback on Messages, and Why They Don’t Work” have been changed by dropping the four reasons why people don’t ask questions. The introduction to the Coaching section has been rewritten with new references. The Managing Conflict section has been reorganized, moving the Conflict and Leadership section into the introduction and Psychological Contract sections. The end-of-chapter cases is still Netflix, but it has been updated and shortened a bit.

Chapter 7

More than 90 percent of the references are new to this edition. Learning Outcomes 1 through 4 and 8 are new. The opening case has been updated with new references. We changed the opening section title heading to read as follows: “From Vertical Dyadic Linkage Theory to Leader–Member Exchange Theory.” We redirected the discussion away from Evolution of Dyadic Theory and focused only on VDL and LMX. The subsection on Team Member Exchange Theory is eliminated from Chapter 7 and moved to Chapter 8 that deals with Team Leadership. The subsection on factors that influence LMX relationships has been rewritten with two new level 3 headings: The Role of the Leader and The Role of the Follower in Influencing LMX relationships. We eliminated the subsection titled “Developing High-Quality LMX Relationships.” The content in this section is now discussed under the newly created subsection titled “The Role of the Follower in Influencing LMX Relationships.” The subsection on strengths and limitations of LMX theory has been eliminated. In its place is a new subsection titled “The Two Main Criticisms of LMX Theory.” The subsection “Determinants of Follower Influence” has been renamed “Factors That Can Enhance Follower Influence.” The subsection “Follower Evaluation and Feedback” has been renamed “Evaluating Followers: Guidelines for Success.”

Chapter 8

This chapter has been broadly updated with a significant amount of references new to this edition. The opening case is still Southwest Airlines, but it has been rewritten and updated with new references. There is a new Concept Application 8-2 to test the student’s understanding of organizational culture and team creativity. There has been a major revision of the opening heading “The Use of Teams in Organizations” with new references. The subsection “Groups versus Teams: What is the Difference” has been re-titled “Is It a Group or a Team?” This section has been completely revised and shortened. Exhibit 8-2, “The Team Leader’s Role in Creating Effective,” has been deleted. The listed activities in the exhibit have been summarized into a concise but easy to understand narrative. Exhibit 8.3, “Guidelines for Improving Cross-Functional Team Effectiveness,” has been deleted due to its redundancy to the characteristics of effective teams presented in Exhibit 8-1. The end-of-chapter case has been revised with new references and updates.

Chapter 9

This chapter has been broadly updated with a significant amount of references new to this edition. The opening case still features Oprah Winfrey, but it has been completely rewritten from a different vantage point and updated with new references. The introduction

to the chapter has been shortened. All Concept Application exercises have been updated and, in many cases, new questions added. The subsection on the *Effects of Transformational Leadership* has been rewritten and the content shortened. The subsection on the *Transformational versus Transactional Leadership* has been rewritten and the content shortened. The section on *Stewardship and Servant Leadership* has been restructured from three subheadings to just two subheadings. The new sub-headings are: *Stewardship and Attributes of the Effective Steward Leader* and *Servant Leadership and Attributes of the Effective Servant Leader*. The end-of-chapter case still features Ursula Burns and Xerox Corporation but with new information and updates.

Chapter 10

The chapter has been updated throughout. There are 117 references and 4 are from the fifth edition; so 113, or 97%, of the references are new to this edition. The opening case is Avon Corporation, but the case has been completely rewritten to focus on Avon's a new CEO—Sheri McCoy. All the Concept Application Exercises have been changed or modified. A new subsection on Culture Creation and Sustainability has been added. Two subheadings—Characteristics of Strong Cultures and Characteristics of Weak Cultures—have been dropped from level 2 to level 3 subheadings. These two subheadings have been significantly shortened by not discussing each characteristic as a separate subheading. Instead, a summary narrative is given and the specific characteristics presented in the exhibits. The four subheadings on types of culture—Cooperative, Competitive, Adaptive, and Bureaucratic—have been dropped from level 2 to level 3 subheadings. Each of Hofstede's Five Value Dimensions for Understanding National Cultures has been dropped from a level 2 to a level 3 subheading. The four recommended practices for fostering an ethical work environment have been dropped from level 2 to level 3 subheadings. The subsection on the Characteristics of Authentic Leaders has been dropped. Its content is included in the subsection titled "What is Authentic Leadership?" The subheading formerly titled "Changing Demographics and Workforce Diversity" has been re-titled "The Changing Workplace." Also, *demographic diversity* has been deleted as a key term. The subsection titled "The Downside of Diversity" has been deleted. Each of the factors that support a pro-diversity organizational culture has been changed from level 2 to level 3 subheadings. The end-of-chapter case is new.

Chapter 11

The chapter has been updated throughout. There are 98 references and 12 are from the fifth edition; so 86, or 90 percent, of the references are new to this edition. The opening case has been updated. All the Concept Application Exercises have been modified. The subsection on strategic leadership failures has been dropped. The focus of the chapter is on strategic leadership; as such, we made it the first major heading (level 1) and converted Globalization and Environmental Sustainability into a level 2 subheading under Strategic Leadership. The first part of the chapter on strategic leadership and the strategic management process has undergone significant restructuring and rewriting. A new subheading titled "Leading the Strategic Management Process" has been added under strategic leadership. Each of the five tasks of the strategic management process is discussed as level 2 subheadings with significant revisions and updates. Exhibit 11-1 (Strategic Management Framework) has been replaced with a new exhibit. It is now titled "The Strategic Management Process." We have eliminated the subsection (level 3 heading) titled "Recommendations for Minimizing Resistance to Change." The subsection titled "Strategic Management in Action" has been dropped. Exhibit 11-2 (Change Implementation Process) has been dropped. The end-of-chapter case has been updated.

Chapter 12

The chapter has been updated throughout. There are 121 references, and only 13 are from the fifth edition; so 108, or 89 percent, of the references are new to this edition. The opening chapter case is new. It focuses on Antonio Perez and Eastman Kodak. The subsection on crisis leadership training has been dropped. Content has been incorporated under Crisis Leadership. The section on formulating a crisis management plan has been reorganized with two new subsections added and one deleted. Also, in this section, crisis risk assessment has received expanded coverage and elevated to a level 2 subheading now titled “The Five-Step Risk Assessment Model.” The subsection titled “Spotlight on the African Crisis” has been deleted. The end-of-chapter case is still on Ken Frazier and Merck but completely new in its content and focus.



Acknowledgments

I'm deeply honored that Judi Neal, CEO of Edgewalkers, <http://edgewalkers.org/> (wrote the Appendix, "Leadership and Spirituality in the Workplace"). I also want to thank my mentor and coauthor of many publications, Joel Corman, for his advice and encouragement during and after my graduate education at Suffolk University.

I hope everyone who uses this text enjoys teaching from these materials as I do.

Robert N. Lussier, *Springfield College*

As it has been with past editions of this book, working with Bob Lussier is always a learning and growth experience that I value very much. He is a good friend and a mentor. To my students, friends, and colleagues who have encouraged and supported me morally, I say thanks. And, finally, I give recognition and thanks to the leadership of my institution, the University of Virginia's College at Wise, for their support of scholarship of this kind.

Christopher F. Achua, *University of Virginia's College at Wise*

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Dr. Lussier is a prolific writer, with over 400 publications to his credit. His articles have been published in the *Academy of Entrepreneurship Journal*, *Business Horizons*, *Entrepreneurship Theory and Practice*, *Journal of Business Strategies*, *Journal of Management Education*, *Journal of Small Business Management*, *Journal of Small Business Strategy*, *SAM Advanced Management Journal*, and others. His other textbooks include *Management Fundamentals: Concepts, Applications, Skill Development 6e* (Sage); *Human Relations in Organizations: Applications and Skill Building 9e* (Irwin/McGraw-Hill); *Business, Society and Government Essentials: Strategy and Applied Ethics* (Routledge); and others.

When not writing, Dr. Lussier consults to a wide array of commercial and nonprofit organizations. In fact, some of the material in the book was developed for such clients as Baystate Medical Center, Coca-Cola, Friendly's Ice Cream, the Institute of Financial Education, Mead, Monsanto, Smith & Wesson, the Social Security Administration, the Visiting Nurses Associations of America, and the YMCA.

Dr. Lussier holds a bachelor of science in business administration from Salem State College, two master's degrees in business and education from Suffolk University, and a doctorate in management from the University of New Haven.

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Dr. Achua has presented scholarly papers at regional and national conferences. His papers have been published in many refereed proceedings, the *Small Business Institute Journal*, and the *Journal of Small Business Strategy*. When not involved in academic pursuits, he lends his expertise to community development programs and initiatives. He has served on several boards of organizations in the local community, and was chair of the Mountain Empire Regional Business Incubator's board of directors.

Dr. Achua received his undergraduate degree in business administration and accounting from the University of Sioux Falls, South Dakota; his MBA from the University of South Dakota; and his doctorate from the United States International University (now Alliant International University) in San Diego, California.

Who Is a Leader and What Skills Do Leaders Need?

Learning Outcomes

After studying this chapter, you should be able to:

- 1 Briefly describe the five key elements of leadership. p. 5
- 2 Identify and define the managerial leadership skills. p. 8
- 3 List the ten managerial roles based on their three categories. p. 11
- 4 Explain the interrelationships among the levels of leadership analysis. p. 15
- 5 Describe the major similarity and difference between the trait and behavioral leadership theories, and the interrelationships between them and contingency theories. p. 16

CHAPTER OUTLINE

Leadership Described

Leadership Development

Defining Leadership with Five Key Elements

Leadership Skills

Are Leaders Born or Made?

Can Leadership Be Taught and Skills Developed?

Managerial Leadership Skills

Leadership Managerial Roles

Interpersonal Roles

Informational Roles

Decisional Roles

Levels of Analysis of Leadership Theory

Individual Level of Analysis

Group Level of Analysis

Organizational Level of Analysis

Interrelationships among the Levels of Analysis

Leadership Theory Paradigms

The Trait Theory Paradigm

The Behavior Leadership Theory Paradigm

The Contingency Leadership Theory Paradigm

The Integrative Leadership Theory Paradigm

From the Management to the Leadership Theory Paradigm

Objectives of the Book

Leadership Theory

Application of Leadership Theory

Leadership Skill Development

Flexibility

Organization of the Book

OPENING CASE Application



Jeff Bezos Amazon.com

We begin each chapter by introducing an exceptional leader and company, followed by some questions for you to answer, and we answer the questions throughout the chapter:

Back in July 1995, e-commerce pioneer Jeff Bezos launched Amazon.com as an online bookstore at age 30. Over the years he transformed Amazon into “the everything store” that rivals Walmart as a store, Apple as a device maker, and IBM as a data services provider. Amazon is a **Fortune** 500 company, ranked in the top 50, with sales expected to exceed \$75 billion in 2013.

Bezos is a demanding boss who doesn’t tolerate stupidity. If employees don’t have the right answers or try to bluff or show uncertainty or frailty, he has been known to make harsh comments. But his criticism is almost always on target that leads to improvements. He is obsessed with improving company performance and customer service and has a public e-mail. When he gets a complaint that irks him, employees get a Bezos question mark e-mail, and they react to resolve the issue quickly, like a ticking bomb.

Bezos is incredibly intelligent, even about things he knows little about. He has won numerous awards for his leadership, including *Time* magazine Person of the Year and *Fortune* named Bezos as the best CEO in 2012. He has an estimated net worth of close to \$30 billion.

OPENING CASE QUESTIONS:

1. **Why is Amazon so successful?**
2. **Does Amazon use our definition of leadership?**
3. **What managerial leadership skills does CEO Jeff Bezos use at Amazon?**
4. **What managerial leadership roles does CEO Jeff Bezos perform at Amazon?**

Can you answer any of these questions? You’ll find answers to these questions about Amazon and its leadership throughout the chapter.

To learn more about Amazon, visit the company’s Web site at <http://www.amazon.com>.

¹ Reference for open case and answers to the question within the chapter.

The focus of this chapter is on helping you understand what leadership is and what this book is all about. As you can see in the chapter outline, we begin by discussing why leadership is important and defining leadership. Then we explain the three managerial leadership skills and the ten roles that managerial leaders perform. Next we explain the three levels of leadership analysis, which provides the framework for the book. After explaining the four major leadership paradigms that have developed over the years, we end this chapter by stating the objectives of the book and presenting its organization.

Leadership Described

In this section, we discuss the leadership course and define leadership as having five key elements.

Leadership Development

Leadership is everyone’s business, so let’s begin with a discussion of the importance of leadership, then answer the question, “Why study leadership?” and also state the importance of self-awareness in leadership development.

Why Leadership Development Is Important

Here are just a few reasons why leadership is so important and the need for self-awareness in leadership.

Leadership is a key issue in management and has been for more than 100 years,² as thousands of leadership studies have been conducted,³ and interest in leadership remains strong.⁴ I did a Google search and got “about 434,000,000 results.”⁵

Organizations spend a great deal of effort and resources to teach employees how to lead.⁶ More specifically, corporations spend more than \$2.2 trillion on education and training, with an estimated \$10 billion being spent on leadership development alone.⁷ Leadership development is often cited as an important priority because it is viewed as a competitive advantage⁸ as there can be significant positive returns to the investment in leadership development.⁹

Although it is generally agreed that leadership is important, critics of leadership development programs state that new college graduates lack the skills necessary to effectively lead people.¹⁰

As the examples illustrate, leadership matters, and there is a great need for leaders to use best practices.¹¹ To this end, the focus of this book is to help you develop your leadership skills, so that you can become a successful leader in your personal and professional life.

Why Study Leadership?

It's natural at this point to be thinking, “What can I get from this book?” or “What's in it for me?” These common questions are seldom asked or answered directly. The short answer is that the better you can work with people—and this is what most of this book is about—the more successful you will be in both your personal and your professional lives.¹² If you are a manager, or want to be a manager someday, you need good leadership skills to be successful.¹³ Even if you are not interested in being a manager, you still need leadership skills to succeed in today's workplace.¹⁴ The old workplace, in which managers simply told employees what to do, is gone. Today, employees want to be involved in management,¹⁵ and organizations expect employees to work in teams and share in decision making and other management tasks.¹⁶

The study of leadership also applies directly to your personal life. You communicate with, and interact with, people every day; you make personal plans and decisions, set goals, prioritize what you will do, and get others to do things for you. Are you ever in conflict with family and friends? This book can help you develop leadership skills that you can apply in all of those areas.

The Need for Self-Assessment in Leadership Development

Instructors often incorporate self-assessment.¹⁷ “Know Thyself” or self-awareness has been called the leadership first commandment,¹⁸ so the first step to leadership development is self-awareness of leadership competencies.¹⁹ To provide you with leadership self-awareness, every chapter has self-assessment exercises. Let's start now to better understand your leadership potential by completing Self-Assessment 1-1.

SELF-ASSESSMENT 1-1

Leadership Potential

As with all of the self-assessment exercises in this book, there are no right or wrong answers, so don't try to pick what you think is the right answer. Be honest in answering the questions, so that you can better understand yourself and your behavior as it relates to leadership.

For each pair of statements, distribute 5 points, based on how characteristic each statement is of you. If the first statement is totally like you and the second is not like you at all, give 5 points to the first and 0 to the second. If it is the opposite, use 0 and 5. If the statement is usually like you, then the distribution can be 4 and 1, or 1 and 4.

If both statements tend to be like you, the distribution should be 3 and 2, or 2 and 3. Again, the combined score for each pair of statements must equal 5.

SELF-ASSESSMENT 1-1

Leadership Potential (continued)

Here are the scoring distributions for each pair of statements:

- 0–5 or 5–0 One of the statements is totally like you, the other not like you at all.
 1–4 or 4–1 One statement is usually like you, the other not.
 2–3 or 3–2 Both statements are like you, although one is slightly more like you.

- | | |
|--|---|
| <p>1. _____ I'm interested in and willing to take charge of a group of people.
 _____ I want someone else to be in charge of the group.</p> <p>2. _____ When I'm not in charge, I'm willing to give input to the leader to improve performance.
 _____ When I'm not in charge, I do things the leader's way, rather than offer my suggestions.</p> <p>3. _____ I'm interested in and willing to get people to listen to my suggestions and to implement them.
 _____ I'm not interested in influencing other people.</p> <p>4. _____ I offer ideas and suggestions that are commonly implemented by others.
 _____ I don't offer many ideas and suggestions, and they are often ignored.</p> <p>5. _____ When I'm in charge, I want to share the management responsibilities with group members.
 _____ When I'm in charge, I want to perform the management functions for the group.</p> <p>6. _____ I want to have clear goals and to develop and implement plans to achieve them.
 _____ I like to have very general goals and take things as they come.</p> <p>7. _____ I like to change the way my job is done and to learn and do new things.
 _____ I like stability, or to do my job the same way; I don't like learning and doing new things.</p> | <p>8. _____ I enjoy working with people and helping them succeed.
 _____ I don't really like working with people and helping them succeed.</p> <p>9. _____ I get greater pleasure in team accomplishments.
 _____ I get greater pleasure in personal accomplishments.</p> <p>10. _____ I seek harmony in teams and try to resolve conflicts.
 _____ I avoid conflict and let group members resolve their own conflicts.</p> |
|--|---|
- To determine your leadership potential score, add up the numbers (0–5) for the first statement in each pair; don't bother adding the numbers for the second statement. The total should be between 0 and 50. Place your score on the continuum at the end of this assessment.
- 0 — 5 — 10 — 15 — 20 — 25 — 30 — 35 — 40 — 45 — 50
Lower leadership potential *Higher leadership potential*
- Generally, the higher your score, the greater your potential to be an effective leader. However, essentially no one gets a perfect score. The key to success is not simply potential but persistence and hard work. You can develop your leadership ability through this course by applying the principles and theories to your personal and professional lives.
- If you want to be a leader, what areas do you need to work on to improve your leadership skills?

OPENING CASE Application



1. Why is Amazon so successful?

Founder and CEO Jeff Bezos is the key to Amazon's success. Bezos is obsessed with improving company performance and customer service by offering wider selection, lower prices, and fast, reliable delivery. Amazon's mission is to seek to be Earth's most customer-centric company for four primary customer sets: consumers, sellers, enterprises, and content creators. Under Bezos's leadership, Amazon has grown to become the everything store, with global operation in Brazil, Canada, China, France, Germany, India, Italy, Japan, Mexico, Spain, and the United Kingdom, selling more than 20 million products. It is known as one of the most successful companies in the world, and is ranked 3rd as the *Fortune* World's Most Admired Companies and ranked 1st as the most trusted U.S. brand.

YOU Make the ETHICAL Call

1.1 Is Leadership Really Important?

Scott Adams is the creator of the cartoon character Dilbert. Adams makes fun of managers, in part because he distrusts top-level managers, saying that leadership is really a crock. He says leadership is about manipulating people to get them to do something they don't want to do, and when there may not be anything in it for them. According to Adams, CEOs basically run the same scam as fortune-tellers, who make up a bunch of guesses and when by chance one is correct, they hope you forget the other errors. First, CEOs blame their predecessors for anything that is bad, then they shuffle everything around, start a new strategic program, and wait. When things go well, despite the CEO, the CEO takes the credit and moves on to the next job. Adams says we may be hung up on leadership as part of our DNA. It seems we have always sought to put somebody above everybody else.²⁰

1. Do you agree with Scott Adams that leadership is a crock?
2. Do we really need to have someone in the leadership role?

Learning
Outcome



Briefly describe the five key elements of leadership.

Defining Leadership with Five Key Elements

When people think about leadership, images come to mind of powerful dynamic individuals who command victorious armies, shape the events of nations, develop religions, or direct corporate empires. Why are certain leaders so successful? Why do certain leaders have dedicated followers while others do not? Why were Gandhi, Mother Theresa, Martin Luther King, and Nelson Mandela such influential leaders? In this book, you will learn the major leadership theories and research findings regarding leadership effectiveness.

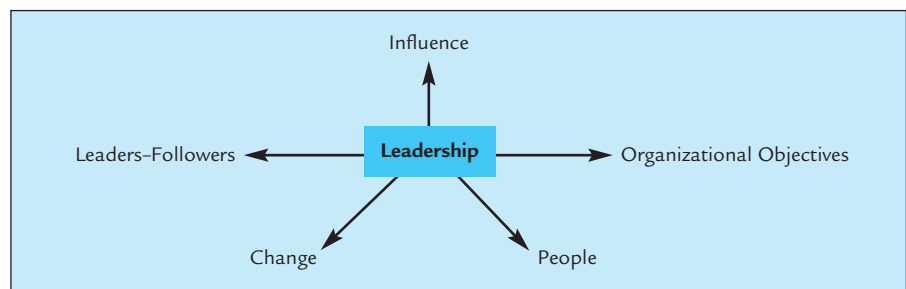
There is no universal definition of leadership because leadership is complex, and because leadership is studied in different ways that require different definitions. As in leadership research studies, we will use a single definition that meets our purpose in writing this book. Here, we define leadership and discuss its five elements, which are included in Self-Assessment 1-1, as each of the ten questions relates to the elements of our leadership definition and to your leadership potential.

Leadership is the influencing process between leaders and followers to achieve organizational objectives through change. Let's discuss the five key elements of our definition; see Exhibit 1.1 for a list.

EXHIBIT

1.1

Leadership Definition Key



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Leaders–Followers

Leadership is typically understood to take place where leaders and followers share a formal group membership,²¹ and leadership is important as more organizations structure work around teamwork.²² Question 1 of Self-Assessment 1-1 is meant to get you thinking about whether you want to be a leader or a follower. If you are not interested and not willing to be in charge, you are better suited to be a follower. However, leadership is shared.

Leadership is shared. One leader can't figure it all out.²³ Leadership is plural, not singular, as you can have many leaders.²⁴ Good followers also perform leadership roles when needed. And followers influence leaders. Thus, in our definition of leadership, the influencing process is *between* leaders and followers, not just a leader influencing followers; it's a two-way street.²⁵ Knowing how to lead and developing leadership skills will make you a better leader and follower.²⁶ So whether you want to be a leader or a follower, you will benefit from this book.

Organizations and managers or employees. Throughout this book, leadership is referred to in the context of formal organizational settings in business corporations (GE, IBM), government agencies (the Kent Police Department), and nonprofit organizations (Red Cross). Organizations have two major classifications of employees: managers, who have subordinates and formal authority to tell them what to do; and employees, who do not. All managers perform four major functions: planning, organizing, leading, and controlling. Leadership is thus a part of the manager's job. However, there are managers—you may know some—who are not effective leaders. There are also nonmanagers who have great influence on managers and peers.²⁷

Manager or leader and followers? In this book, we do not use the terms *manager* and *leader* interchangeably. When we use the word *manager*, we mean a person who has a formal title and authority. When we use the term *leader*, we mean a person who may be either a manager or a nonmanager. A leader has the ability to influence others; a manager may not. Thus, a leader is not necessarily a person who holds some formal position such as manager.

A *follower* is a person who is being influenced by a leader. A follower can be a manager or a nonmanager—leadership is shared. Good followers are not “yes people” who simply follow the leader without giving input that influences the leader. The qualities needed for effective leadership are the same as those needed to be an effective follower. Throughout this book, we use the term *behavior* when referring to the activities of people or the things they do and say as they are influenced. You will learn more about followership in Chapter 7.

As implied in Question 2 of Self-Assessment 1-1, good followers give input and influence leaders. If you want to be an effective follower, you need to share your ideas. Also, as a leader you need to listen to others and implement their ideas to be effective. According to GE CEO Jeff Immelt, GE is not run like a big company; it is run like a big partnership, where every leader can make a contribution not just to their job, but to the entire company.²⁸

Influence

Influencing is the process of a leader communicating ideas, gaining acceptance of them, and motivating followers to support and implement the ideas through change. The essence of leadership is influencing.²⁹ Let's face it; we all want to get our way, which is being influential.

Question 3 of Self-Assessment 1-1 asked if you were interested in, and willing to, influence others, as a leader or follower and Question 4 asked if you offer ideas and

WORK

Application 1-1

Recall a present or past job. Were you both a leader and a follower? Explain.

WORK

Application 1-2

Briefly explain the influencing relationship between the leader and followers where you work(ed).

WORK**Application 1-3**

State one or more objectives from an organization where you work(ed).

WORK**Application 1-4**

Are the managers where you work(ed) effective at influencing their employees to bring about change? Explain.

WORK**Application 1-5**

Do managers where you work(ed) treat their employees as valuable assets? Explain.

suggestions that are commonly implemented by others. When you have a management position, you have more power to influence others. But, effective followers also influence others. Your ability to influence others can be developed. Influencing includes power, politics, and negotiating; you will learn more about how to influence others in Chapter 5.

Question 5 asked if you want to share management responsibility as a leader. Influencing is also about the relationship between leaders and followers. Managers may coerce subordinates to influence their behavior, but leaders do not. Leaders gain the commitment and enthusiasm of followers who are willing to be influenced as they share leadership. Good leaders seek input from all team members.³⁰

Organizational Objectives

Effective leaders influence followers, but to do what—to accomplish shared objectives.³¹ Setting objectives clearly affects performance.³² Members of the organization need to work together toward an outcome that the leader and followers both want, a desired future or shared purpose that motivates them toward this more preferable outcome. As implied in Question 6 of Self-Assessment 1, effective leaders set clear goals with their team. You will learn how to set objectives in Chapter 3.

Change

Influencing and setting objectives is about change, as leaders set objectives for behavioral change.³³ Leaders bring about change by asking followers for their input,³⁴ to change the status quo,³⁵ to continuously improve work processes, and to develop new innovative products and services.³⁶ As implied in Question 7 of Self-Assessment 1 and the information in this section, to be an effective leader and follower you must be open to change. To be successful, you need to change your systems and strategies.³⁷ When was the last time you did something new and different? You will learn more about leading change in Chapter 11.

People

Although the term *people* is not specifically mentioned in our definition of leadership, after reading about the other elements, you should realize that leadership is about leading people through relationships.³⁸ It's the people that accomplish the objectives.³⁹ As implied in Questions 8–10 of Self-Assessment 1-1, to be effective at almost every job today, you must be able to get along with people.⁴⁰ You will learn how to develop your people skills throughout this book.

OPENING CASE Application



2. Does Amazon use our definition of leadership?

Jeff Bezos is clearly the *leader* at Amazon, but he also gets ideas from his *followers*. Bezos is also very *influential*. He convinces investors to give him money to grow Amazon, gets other businesses to offer products and services through his Web site, and gets customers to buy those products. Bezos has a clear shared vision and *objectives* for the company. Amazon is fundamentally *changing* the way that people buy and read books with e-book readers and tablets. Amazon is about service to *people*.

WORKApplication **1-6**

Do you believe that you are a born leader?
Do you believe that you can develop your leadership skills to improve job performance?

Can Leadership Be Taught and Skills Developed?

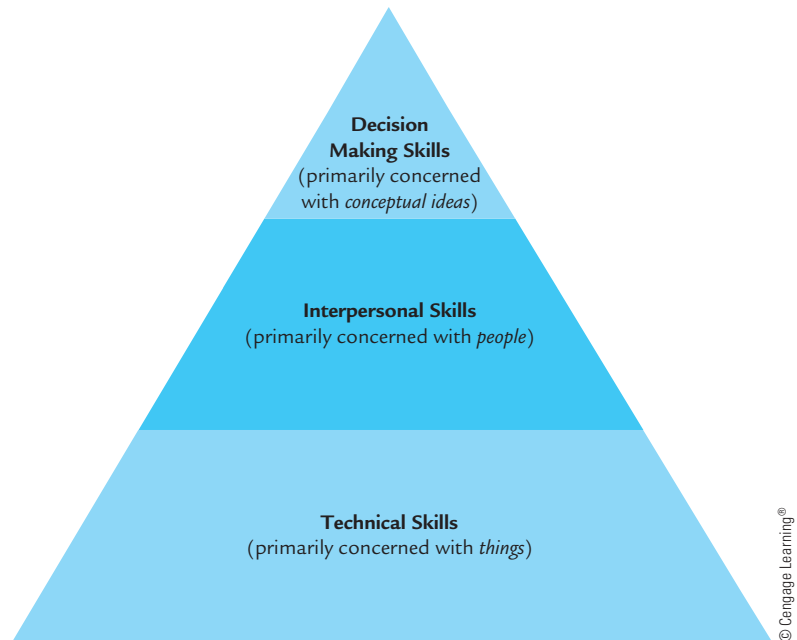
Another question to answer is: Can leadership be taught and skills developed? Leadership is an individual capability.⁴⁵ Research supports that leadership is learnable,⁴⁶ that students can develop their leadership skills,⁴⁷ including their knowledge, skills, and abilities (KSA).⁴⁸ As already discussed, why would colleges and corporations spend a great deal of effort and resources (billions of dollars) on leadership training if leadership skills can't be developed?⁴⁹ Also, as stated, self-assessments aid in leadership development.⁵⁰ Leadership skills are developed through various forms of play, so it can be fun.⁵¹ Because leadership skills are so important, the focus of this book is on developing our skills.

Managerial Leadership Skills

Now let's discuss the three management skills that you need to be successful,⁵² as management skills have been identified as a core competency.⁵³ They are listed in Exhibit 1-2 and discussed here. We also point out the differences in the skills needed based on the level of management.

EXHIBIT**1.2**

Management Skills



Technical Skills

Technical skills involve the ability to use methods and techniques to perform a task. This includes knowledge about methods, processes, procedures, and techniques, and the ability to use tools and equipment to perform a task. Technical skills can also be called *business skills*, or can include them.⁵⁴ When managers are working on budgets, for example, they may need computer skills in order to use spreadsheet software such as **Microsoft® Excel®**. Most employees are promoted to their first management position primarily because of their technical skills. Technical skills vary widely from job to job, and they are the easiest of the three management skills to develop.⁵⁵ Therefore, we do not focus on developing technical skills.