# Instructor Manual

Mike Aamodt, Industrial/Organizational Psychology: An Applied Approach, 9e, 2023, 9780357658345; Chapter 12: Lecture Guide Leadership

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## Purpose and Perspective of the Chapter

This chapter is designed to introduce a student to the concept of organizational leadership. Students will learn the theories of leadership, the skills that are essential for effective leadership, and how leaders use power and influence to lead.

## Cengage Supplements

The following product-level supplements provide additional information that may help you in preparing your course. They are available in the Instructor Resource Center.

* Transition Guide (provides information about what’s new from edition to edition)
* Instructor Manual (contains outlines, suggested activities, and resources for instructor use in the course)
* PowerPoint (provides text and image-based lectures with active learning activities)
* Test Bank (contains assessment questions and problems)
* Guide to Teaching Online (provides technological and pedagogical considerations and resources for teaching online)
* Workbook (contains exercises to help students apply what they’ve learned)
* Stats Primer (brief guide on understanding statistics)

## Chapter Objectives

The following objectives are addressed in this chapter:

12.01 Identify the types of people that become good leaders.

10.02 Explain the importance of leaders adapting their behavior to each situation.

12.03 Recognize the skills that are essential for effective leadership.

12.04 Differentiate among the theories of leadership.

10.05 Explain how leaders use power and influence.

## Complete List of Chapter Activities and Assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Chapter Objective | PPT slide | Activity/Assessment | Duration |
| 12.01 Identify the types of people that become good leaders | 6-24  Workbook | Exercise 12.1  Thinking About Leadership | 10 minutes |
| 12.02 Explain the importance of leaders adapting their behavior to each situation | 25-36 |  |  |
| 12.03 Recognize the skills that are essential for effective leadership | 37-39  51 |  |  |
| 12.04 Differentiate among the theories of leadership | 40-41  43-50  Workbook | Exercise 12.2  Understanding Your Leadership Style | 20 minutes |
| 12.05 Explain how leaders use power and influence | 42 |  |  |
| All Objectives | 2  4  52  53-54  55 | Icebreaker  Activity: Discussion  Activity: Applied Case Study  Activity: Discussion  Activity: Self-Assessment | 10 minutes  5 minutes  10 minutes  10 minutes  10 minutes |

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## Key Terms

**Leader emergence:** A part of trait theory that postulates that certain types of people will become leaders and certain types will not.

**Affective identity motivation:** The motivation to lead as a result of a desire to be in charge and lead others.

**Noncalculative motivation:** Those who seek leadership positions because they will result in personal gain.

**Social-normative motivation:** The desire to lead out of a sense of duty or responsibility.

**Leader performance:** A part of trait theory that postulates that certain types of people will be better leaders than will other types of people.

**Self-monitoring:** A personality trait characterized by the tendency to adapt one’s behavior to fit a particular social situation.

**Need for power:** According to trait theory, the extent to which a person desires to be in control of other people.

**Need for achievement:** According to trait theory, the extent to which a person desires to be successful.

**Need for affiliation:** The extent to which a person desires to be around other people.

**Leadership motive pattern:** The name for a pattern of needs in which a leader has a high need for power and a low need for affiliation.

**Thematic Apperception Test (TAT):** A projective personality test in which test takers are shown pictures and asked to tell stories. It is designed to measure various need levels.

**Job Choice Exercise (JCE):** An objective test used to measure various need levels.

**Managerial Grid:** A measure of leadership that classifies a leader into one of five leadership styles.

**Task-centered leaders:** Leaders who define and structure their roles as well as the roles of their subordinates.

**Theory X leaders:** Leaders who believe that employees are extrinsically motivated and thus lead by giving directives and setting goals.

**Initiating structure:** The extent to which leaders define and structure their roles and the roles of their subordinates.

**Team leadership:** A leadership style in which the leader is concerned with both productivity and employee well-being.

**Impoverished leadership:** A style of leadership in which the leader is concerned with neither productivity nor the well-being of employees.

**Middle-of-the-road leadership:** A leadership style reflecting a balanced orientation between people and tasks.

**Leadership Opinion Questionnaire (LOQ):** A test used to measure a leader’s self-perception of their leadership style.

**Leader Behavior Description Questionnaire (LBDQ):** A test used to measure perceptions of a leader’s style by their subordinates.

**Fiedler’s contingency model:** A theory of leadership that states that leadership effectiveness is dependent on the interaction between the leader and the situation.

**Least-Preferred Coworker (LPC) Scale:** A test used in conjunction with Fiedler’s contingency model to reveal leadership style and effectiveness.

**Task structuredness:** The variable in Fiedler’s contingency model that refers to the extent to which tasks have clear goals and problems can be solved.

**Leader position power:** The variable in Fiedler’s contingency model that refers to the extent to which a leader, by the nature of their position, has the power to reward and punish subordinates.

**Leader–member relations:** The variable in Fiedler’s contingency model that refers to the extent to which subordinates like a leader.

**Leader Match:** A training program that teaches leaders how to change situations to match their leadership styles.

**IMPACT theory:** A theory of leadership that states that there are six styles of leadership (*i*n-formational, *m*agnetic, *p*osition, *a*ffiliation, *c*oercive, and *t*actical) and that each style will be effective only in one of six organizational climates.

**Informational style:** A style of leadership in which the leader leads through knowledge and information; most effective in a climate of ignorance.

**Ignorance:** An organizational climate in which important information is not available.

**Magnetic style:** A style of leadership in which the leader has influence because of their charismatic personality; most effective in a climate of despair.

**Despair:** An organizational climate characterized by low morale.

**Position style:** A leadership style in which the leaders influence others by virtue of their appointed or elected authority; most effective in a climate of instability.

**Instability:** An organizational climate in which people are not sure what to do.

**Affiliation style:** A leadership style in which the individual leads by caring about others and that is most effective in a climate of anxiety.

**Anxiety:** An organizational climate in which worry predominates.

**Coercive style:** A leadership style in which the individual leads by controlling reward and punishment; most effective in a climate of crisis.

**Crisis:** A critical time or climate for an organization in which the outcome to a decision has extreme consequences.

**Tactical style:** A leadership style in which a person leads through organization and strategy; most effective in a climate of disorganization.

**Disorganization:** A climate in which the organization has the necessary knowledge and resources but does not know how to efficiently use the knowledge or the resources.

**Path–goal theory:** A theory of leadership stating that leaders will be effective if their behavior helps subordinates achieve relevant goals.

**Instrumental style:** In the path–goal theory, a leadership style in which the leader plans and organizes the activities of employees.

**Supportive style:** In the path–goal theory, a leadership style in which leaders show concern for their employees.

**Participative style:** In the path–goal theory, a leadership style in which the leader allows employees to participate in decisions.

**Achievement-oriented style:** In the path–goal theory, a leadership style in which the leader sets challenging goals and rewards achievement.

**Situational leadership theory:** A theory of leadership stating that effective leaders must adapt their style of leadership to fit both the situation and the followers.

**Leader-member exchange (LMX) theory:** A leadership theory that focuses on the interaction between leaders and subordinates.

**Vertical dyad linkage (VDL) theory:** A leadership theory that concentrates on the interaction between the leader and their subordinates.

**Vroom–Yetton Model:** A theory of leadership that concentrates on helping a leader choose how to make a decision.

**Expert power:** Power that individuals have because they have knowledge.

**Legitimate power:** Power that individuals have because of their elected or appointed position.

**Reward power:** Leadership power that exists to the extent that the leader has the ability and authority to provide rewards.

**Coercive power:** Leadership power that comes from the leader’s capacity to punish others.

**Referent power:** Leadership power that exists when followers can identify with a leader and the leader’s goals.

**Transactional leadership:** Leadership style in which the leader focuses on task-oriented behaviors.

**Transformational leadership:** Visionary leadership in which the leader changes the nature and goals of an organization.

**Authentic leadership:** A leadership theory stating that leaders should be honest and open and lead out of a desire to serve others rather than a desire for self-gain.

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## What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

* Revised discussion of gender and leadership
* Addition of Garcia’s (2019) nine characteristics of effective leaders
* New discussion on virtual leadership
* Enhanced discussion of management by walking around

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## Chapter Outline

*In the outline below, each element includes references (in parentheses) to related content. "CH.##” refers to the chapter objective; “PPT Slide #” refers to the slide number in the PowerPoint deck for this chapter (provided in the PowerPoints section of the Instructor Resource Center). Introduce the chapter and use the Ice Breaker in the PPT if desired, and if one is provided for this chapter. Review learning objectives for Chapter 12. (PPT Slide 3).*

1. Student engagement prior to class
   1. Remind your students to bring their EPI scores from Exercise 5.3. If you did not use this exercise when you discussed employee selection, you can have your students take the test prior to class and then score the test.
2. Student engagement at the beginning of class
   1. Have your students complete the free-write in Exercise 12.1 to get them thinking about leadership (PPT Slide 4).
      1. Have the class discuss their free-writes.
      2. Have the class discuss what they think are the differences between leaders, managers, administrators, and supervisors.
3. Identifying the types of people that become good leaders (12.1, PPT Slide 7)
   1. “Born leaders”
   2. Personal characteristics associated with leadership (PPT Slide 8)
      1. Leader emergence (PPT Slide 9)
         1. Traits
         2. Motivation to lead (PPT Slide 10)
      2. Leader performance (PPT Slide 11)
         1. Traits (PPT Slide 12)
         2. Individual differences and leader emergence and performance (PPT Slide 13)
         3. **Workbook Exercise 12.2**: Understanding Your Leadership Style (Section A) (PPT Slide 14)
         4. Cognitive ability (PPT Slide 15)
            1. Correlation between cognitive ability and leadership performance
         5. Needs (PPT Slide 16)
            1. Type of needs
            2. Leadership motive pattern
         6. **Workbook Exercise 12.2**: Understanding Your Leadership Style (Section D) (PPT Slide 17)
         7. Gender (PPT Slide 18)
            1. Complex
         8. Task versus person orientation (PPT Slide 19)
            1. Person-oriented leaders
            2. Task-oriented leaders
            3. Illustration of relationship among theories (PPT Slide 20)
            4. Consequences of leader orientation (PPT Slide 21)
         9. **Workbook Exercise 12.2**: Understanding Your Leadership Style (Section C) (PPT Slide 22)
         10. Unsuccessful leaders (PPT Slide 23)
             1. Lack of training
             2. Cognitive deficiencies
             3. Personality problems
             4. Unsuccessful leader behavior (PPT Slide 24)
4. Explaining the importance of leaders adapting their behavior to each situation (12.2, PPT Slide 25)
   1. Interaction between leader and situation (PPT Slide 26)
      1. Situational favorability (PPT Slide 27)
         1. Fiedler’s Contingency Model
            1. Least-Preferred Coworker Scale
            2. Illustration of relationship between LPC scores and group success (PPT Slide 28)
         2. **Workbook Exercise 12.2**: Understanding Your Leadership Style (Section B) (PPT Slide 29)
      2. Organizational climate (PPT Slide 30)
         1. IMPACT Theory
         2. IMPACT leadership strategies (PPT Slide 31)
      3. **Workbook Exercise 12.2**: Understanding Your Leadership Style (Section E) (PPT Slide 32)
      4. **Workbook Exercise 12.2**: Understanding Your Leadership Style (Your Leadership Profile) (PPT Slide 33)
      5. Subordinate ability (PPT Slide 34)
         1. Path-Goal Theory
         2. Illustration of Situational Leadership Theory (PPT Slide 35)
      6. Relationships with subordinates (PPT Slide 36)
         1. Leader-Member Exchange Theory (LMX)
         2. Concentrates on interactions between leaders and subordinates
         3. In-group or out-group
5. Recognizing the skills that are essential for effective leadership (12.3, PPT Slide 37)
   1. What does effective leadership look like? (PPT Slide 38)
   2. Characteristics of great leaders (PPT Slide 39)
6. Differentiating among the theories of leadership (12.4)
   1. Leadership through decision making (PPT Slide 40)
      1. Vroom-Yetton Model
   2. Leadership through contact (PPT Slide 41)
      1. Management by walking around
7. Explaining how leaders use power and influence (12.5, PPT Slide 42)
   1. Leadership through power
      1. Expert power
      2. Legitimate power
      3. Reward power
      4. Coercive power
      5. Referent power
8. Differentiating among the theories of leadership continued (12.4)
   1. Leadership through vision: Transformational leadership (PPT Slide 43)
      1. Hunt and Laing (PPT Slide 44)
   2. Authentic leadership (PPT Slide 45)
      1. Ethics, core beliefs, values
   3. Cultural differences in leadership (PPT Slide 46)
      1. Project GLOBE (PPT Slide 47)
         1. Global Leadership and Organizational Behavior Effectiveness
         2. Cultural differentiation on nine dimensions
   4. Leadership emerges as a set of interactions (PPT Slide 48-49)
   5. Summary of theories (PPT Slide 50)
9. Recognizing the skills that are essential for effective leadership continued (12.3)
   1. Assumptions we can make about a successful leader (PPT Slide 51)
   2. **Activity**: Discussion (PPT Slide 52-54, 10 minutes)

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## Discussion Questions

You can assign these questions several ways: in a discussion forum in your LMS; as whole-class discussions in person; or as a partner or group activity in class.

1. Discussion: Leadership (PPT Slide 5, 5 minutes)
   1. How are leaders, managers, administrators, and supervisors different?
2. Discussion: Ethical leadership (PPT Slide 53-54, 10 minutes)
   1. Students will discuss questions listed concerning ethical leadership.
3. Career Workshop: Obtaining leadership skills
   1. Career Workshop can be used as supplemental in-class discussion.
4. Applied Case Study: Developing Leaders at Claim Jumper Restaurants (PPT Slide 46)
   1. Case study can be used as supplemental in-class discussion.

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## Additional Activities and Assignments

1. **Workbook Exercise 12.1**: Thinking About Leadership
   1. Exercise asks students to think of a leader that they respect and describe why they chose this leader. Exercise then asks students to think of a leader that they do not respect and describe why they chose this leader.
2. **Workbook Exercise 12.2**: Understanding Your Leadership Style
   1. Exercise asks students to complete four tests of leadership styles that are discussed in the chapter.

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## Additional Resources

### Internet Resources

* [www.sonic.net/~mfreeman/](http://www.sonic.net/%7Emfreeman/) Site provides useful information about a variety of leadership topics.

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## Appendix

### Generic Rubrics

Providing students with rubrics helps them understand expectations and components of assignments. Rubrics help students become more aware of their learning process and progress, and they improve students’ work through timely and detailed feedback.

Customize these rubrics as you wish. The writing rubric indicates 40 points and the discussion rubric indicates 30 points.

### Standard Writing Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Content | The assignment clearly and comprehensively addresses all questions in the assignment.  15 points | The assignment partially addresses some or all questions in the assignment.  8 points | The assignment does not address the questions in the assignment.  0 points |
| Organization and Clarity | The assignment presents ideas in a clear manner and with strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are logically related and consistent.  10 points | The assignment presents ideas in a mostly clear manner and with a mostly strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are mostly logically related and consistent.  7 points | The assignment does not present ideas in a clear manner and with strong organizational structure. The assignment includes an introduction, content, and conclusion, but coverage of facts, arguments, and conclusions are not logically related and consistent.  0 points |
| Research | The assignment is based upon appropriate and adequate academic literature, including peer reviewed journals and other scholarly work.  5 points | The assignment is based upon adequate academic literature but does not include peer reviewed journals and other scholarly work.  3 points | The assignment is not based upon appropriate and adequate academic literature and does not include peer reviewed journals and other scholarly work.  0 points |
| Research | The assignment follows the required citation guidelines.  5 points | The assignment follows some of the required citation guidelines.  3 points | The assignment does not follow the required citation guidelines.  0 points |
| Grammar and Spelling | The assignment has two or fewer grammatical and spelling errors.  5 points | The assignment has three to five grammatical and spelling errors.  3 points | The assignment is incomplete or unintelligible.  0 points |

### Standard Discussion Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Participation | Submits or participates in discussion by the posted deadlines. Follows all assignment. instructions for initial post and responses.  5 points | Does not participate or submit discussion by the posted deadlines. Does not follow instructions for initial post and responses.  3 points | Does not participate in discussion.  0 points |
| Contribution Quality | Comments stay on task. Comments add value to discussion topic. Comments motivate other students to respond.  20 points | Comments may not stay on task. Comments may not add value to discussion topic. Comments may not motivate other students to respond.  10 points | Does not participate in discussion.  0 points |
| Etiquette | Maintains appropriate language. Offers criticism in a constructive manner. Provides both positive and negative feedback.  5 points | Does not always maintain appropriate language. Offers criticism in an offensive manner. Provides only negative feedback.    3 points | Does not participate in discussion.  0 points |