

Course Study Guide

ML112

Foundations of Effective Leadership

By Dr. Sid Buzzell

Updated 2015



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Lesson 1 Study Guide

ML112

Foundations of Effective Leadership

What is Leadership?

Updated 2015



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Objectives

This is the first lesson in a four-part course that is designed to help you understand what leadership is and how you can most effectively serve those you lead. In Lesson 1, Dr. Sid Buzzell explains the complexity of the concept of leadership.

When you complete this lesson, “What is Leadership?” you should be able to:

- Give a simple definition of leadership.
- Describe what leaders do.
- Distinguish between leading and managing.

Transcript

Course Title: Foundations of Effective Leadership

Lesson One: What is Leadership?

The question comes up early in most leadership courses, and I dread when it comes. The question is: How do you define leadership? And I never know quite how to answer the question because defining leadership is sort of like picking up water in your hands. No matter how tightly you hold your hands, something leaks through.

And leadership definitions usually start as a sentence, and we read them, and then we turn it into a paragraph, and then we turn it into a page. And we still find—after we’ve written a page, there’s still stuff about leadership lying on the desk. It’s almost impossible to get a single definition that captures it all.

I usually respond by saying, “Leadership for whom, by whom, to do what, over what period of time, under what circumstances?” Because leadership is so situational that I may do one thing in the name of leadership given a certain set of circumstances that works very well. That same act given a different set of circumstances is disastrous to leadership. So the wonderful professorial response to the question “What is leadership?” is, “Well, it all depends.” It sounds like a cop-out, but it’s really the best answer to give. H. L. Mencken said, “For every complex problem there is an answer that is clear, simple, easy and wrong.”

And that’s sort of like defining leadership. If you don’t know what you’re defining leadership for, it becomes very difficult to define it. I find it’s easier to ask the question, “What does leadership look like?” I find it’s easier to talk about what leadership looks like. Defining art is tougher than analyzing a picture. Defining music is usually a lot more abstract than talking about a song, and talking about leadership without some kind of a context is tougher than asking, “What does leadership look like when it happens?” “How do I know when I’m leading?” “How do I recognize it when I see it?”

I think, simply stated, the result of leadership is that where we are isn’t where we were. Leadership takes us where we “ain’t.” Let’s say I’m sitting . . . well, I am sitting in the Vernon Grounds Library. Let’s say I had a group of people here, and I were to say to them, “I’m going to lead you to the Vernon Grounds Library.” Well, people would say, “We’re already there; how are you going to lead us where we are?”

If I said, “I’m going to lead you from the Vernon Grounds Library to the coffee shop over here,” most everybody in the room would say, “We already know how to get there. We don’t need to be led there.” So leadership implies that we’re going someplace that we’re not, and we need leadership because we don’t know how to get there.

So to say leadership takes us where we “ain’t,” pretty well for me—while the grammar isn’t all that hot—summarizes what leadership is about. Now that moves leadership outside the realm many

of us confine it to. We're not just talking about executives or foremen or bosses or principals or teachers. We're talking about everybody. We all have a responsibility to move people from where they are to a better place. Parents do this. Scout leaders do this. Friends do this. If I see a friend in a place that he shouldn't be, and I help that friend go from a bad place to a good place, taking him where he ain't, I have led that person. So when we talk about leadership in this series of lessons, we're talking about everyone being a leader. So leadership moves us from one place to another.

Good leadership takes us to a better place than we are. That doesn't always happen. Sometimes we follow a leader, and where we end up is a worse place than we were. We've been led, but we wouldn't call that good leadership because we're in a worse place than we were.

Successful leadership takes us where we intended to go, and that doesn't always happen. We've been led to places where we get there and we say, "Is this what you intended?" And we say, "Well, no, I guess I did lead, but it wasn't very successful." Effective leadership says, "When we get where we want to be, we're ready to be led again." The leader still has followers following, because effective leadership works with the followers in a way that the people are set up to be led again.

The essence of servant leadership, which we're going to talk about in our next lesson, is that when we get to where we've been led, we're better people for having been led there. Servant leadership talks about a process of leading in such a way that the people who have been led and the leader are actually better people; they've learned something through the process of being led.

Bennis and Nannis tell us that there are over three hundred definitions of leadership, but we still aren't clear on what it is. Another writer said, "Leadership is one of the most studied and least understood phenomena on the planet." So why is that the case? Why is it so difficult to understand what leadership is? Well, as we've said before, it's because it's so contextual and to come up with a broad, cover-everything definition of leadership may actually do more damage than good.

There are some helpful definitions out there, but whenever we think about leadership, we must always ask ourselves, "Who am I leading? Where am I leading them? How long is this going to take? And what's it going to look like when we get there?"

Another danger of leadership is treating it as a concept and not an act. *Lead* is a verb; *to lead* is an infinitive, which is another verb form. *Leading* is a participle, another form of a verb. Leadership is something we do. Bennis also told us that, "Most organizations are over-managed and under-led." And I believe that's because people get a title or an office, and because we have people in offices, people with titles like "president" or "director" or "leader," we think we're being led when, in fact, we're not being led.

Leadership takes us someplace. Management helps us do what we're supposed to do while we are in that place. But the reason Bennis laments the fact that we're over-managed and under-led is that we have organizations in a rapidly changing environment that aren't changing; they're not going anyplace, because nobody is asking the questions in order to keep up with our changing world. In order to deal with the complexity of our changing world, we need to be thinking differently about where we're going than we're thinking now.

For a person to say, “I am a leader,” but they’re not doing what leaders do, is a very subtle, but a very destructive, thing. If I tell you I’m an athlete, and you ask me, “Do you golf?” and I say, “No.” You say, “Well, do you play tennis?” and I say, “No.” You say, “Do you run? Are you a cyclist?” and I keep saying, “No.” And you say, “Well then how come you call yourself an athlete?” and I say, “Well I watch sports on TV.” You would probably say to me, “Well that makes you something, but it doesn’t make you an athlete.”

Golfers golf, runners run, boxers box, and leaders sit in an office with a title and pretend they’re leaders. No, leaders lead. If we want to be known as a leader, we have to do what leaders do.

In our next sessions we will talk about what exactly do leaders do.

Discussion Questions

Why is it so difficult to understand the definition of leadership?

Before this lesson, how would you have described what a good leader does? How would you describe what a good leader does now?

What is the difference between leadership and management?

Quiz

1. What does successful leadership accomplish?
 - A. When we get where we want to be, we're ready to be led again.
 - B. It takes us where we want to go.
 - C. When we get to where we've been led, we're better people for it.
 - D. All of the above
2. Whenever we think about leadership, what are some of the questions we should ask?
 - A. Who am I leading?
 - B. Where am I leading?
 - C. What will it look like when we get there?
 - D. All of the above
3. According to Dr. Buzzell, who has the responsibility to be a leader?
 - A. Parents
 - B. Executives, bosses, principals, and teachers
 - C. Everybody
 - D. Pastors
4. Where does leadership take us?
 - A. To a place we are not already at
 - B. To where we are
 - C. To a place we know how to get to
 - D. None of the above
5. According to Dr. Buzzell, it is important to remember that leadership is:
 - A. An act
 - B. A concept
 - C. A state of existence
 - D. Reserved for those in positions of authority
6. In this lecture, management is described as doing which of the following?
 - A. It takes us to a new place.
 - B. It helps us do what we are supposed to do.
 - C. It keeps pace with our rapidly changing world.
 - D. All of the above
7. Dr. Buzzell quotes a writer who said, "Leadership is one of the most studied and _____ phenomena on the planet." Which of the following fills in the blank?
 - A. well-defined
 - B. least utilized
 - C. most understood
 - D. least understood

8. How does Dr. Buzzell describe the essence of servant leadership?
 - A. The people being led get to where they want to be.
 - B. The people being led are better people for having been led.
 - C. The people being led get to a place they have never been.
 - D. The people being led do not know where they are going.
9. Leadership always takes us to a better place than we were.
 - A. True
 - B. False
10. There is no definitive answer to the question “What is the definition of leadership?”
 - A. True
 - B. False

Answers: 1. D 2. D 3. C 4. A 5. A 6. B 7. D 8. B 9. B 10. A

Lesson 2 Study Guide

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Foundations of Effective Leadership

Servant Leadership

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Objectives

This lesson highlights a biblical understanding of servant leadership.

When you complete this lesson, “Servant Leadership,” you should be able to:

- Explain the Bible passage where Jesus introduced servant leadership and warned against the dangers of non-servant leadership.
- Describe the foundational tenets of servant leading.

Transcript

Course Title: Foundations of Effective Leadership

Lesson Two: Servant Leadership

In our first session we looked at leadership probably in its broadest sense, but there's a subset, a more specific way of thinking about leadership. We don't present it as an option, because Jesus didn't. What we're talking about is servant leadership. Many people, when they hear the words *servant leadership*, either think about Robert Greenleaf, who made a tremendous contribution to the topic of servant leadership, or they think about John 13, where Jesus was washing the disciples' feet and summarized servant leadership with a towel.

Now it certainly involves and includes being willing to do the equivalent of washing people's feet, but I believe that the reason servant leadership for so many years was ignored, even by the church, is that it was misunderstood. People believed that being a servant leader meant that there was no leadership at all, that those who sat in the office of the leader lay down in front of the door and let everybody wipe their feet on them.

That is not what Jesus had in mind when He introduced the concept of servant leadership. What I'd like to do in this session is talk a little bit about what Jesus actually said when He taught His disciples about being servants who lead.

The passage we have to go to is Matthew, chapter 20, because that's where Jesus talked about leading as servants. If you remember the background, this is right at the end of Jesus' ministry. He was on His way up to Jerusalem for His last week on earth; we call that "Passion Week," the week before He was crucified.

So this comes late in Jesus' ministry. He had been modeling leadership. He had been teaching them the moral codes of leaders. He had been teaching about His kingdom and what that was all about, and now, right at the end, just before He is to be crucified, He addressed directly the topic of leadership.

James and John, the sons of Zebedee, had come to Jesus and asked Him if they could have the two chief seats. He had just promised them that in His kingdom the twelve apostles would sit on twelve thrones. Well, that wasn't good enough for James and John. They said, "We want to sit one on Your left and one on Your right."

Well, when the other ten disciples heard about that request, Matthew tells us they became indignant. Essentially they were saying, "What are you two guys doing asking for our seats?" If there are going to be two chief seats, one on the left hand and one on the right hand of Jesus' throne, it belongs to us," so there was the possibility for some real division, some real controversy over that.

Let's pick it up in verse 24, where Matthew tells us that, when the ten heard about James' and John's request, they were indignant with the two brothers. Jesus called them together. Jesus said, "Hey, hey, come here, sit down, let's talk about this." Jesus called them together and said, "You know that the rulers of the Gentiles lord it over them, and their rulers, or their officials, exercise high authority over them."

Now here's what Jesus said, "You already have some idea of leadership; you know how the rulers of the Gentiles lord it over and their leaders exercise authority over them." Now what Jesus surfaced here is a very unproductive way of thinking about leadership. Just stop and think for a moment. Has anybody lorded it over you? Has anybody led you by exercising their authority over you? What kind of an attitude does it take on the part of a leader to lord it over somebody?

Well, the attitude is "I'm obviously a higher quality person than you." What kind of an attitude does it take on the part of a leader to exercise authority over the followers? The only attitude that works that way is to say, "You know nothing; I know everything. I have to exercise my authority. The only way I can get you lazy slugs to do anything is to make you do it."

And Jesus said, "If that's the continual approach to leadership, lording it over and exercising authority over people, after a while, what's the follower's attitude going to be toward the leader?"

"I will take no initiative. It doesn't matter how hard I work, you lord it over me; you exercise authority over me." What you've developed there are passive followers, people who don't take any initiative at all.

Now what we know from studying leadership is that leadership is not the exercise only of people in an office with a title. Leadership works best when it spreads throughout the organization, when people own their own jobs, when people take responsibility for their own life, when you find people throughout the organization taking responsibility, encouraging and coming up with new ideas and teaching people how to do things the best way to do them.

When we lord it over people and exercise authority over people, we kill all of that off and the only people who can lead are the people who have these positions of authority. So Jesus said, "That's how the Gentiles do it. They lord it over, they exercise authority over." Then the next words out of Jesus' mouth are, "'Not so with you' (v. 26). That's not how I want you to lead. Instead . . ." and He gave them an alternative. This is a point of contrast, "Instead of lording it over and exercising authority over, whoever wants to become great among you must be your servant. And whoever wishes to be first among you must be your slave or must serve with greater intensity."

Then He explained it this way: "Just like the Son of Man, Jesus Himself, did not come to be served, but to serve, and to give His life as a ransom for many" (v. 28). Now anybody who understands anything about what Jesus came to do realizes that Jesus gave His life as a ransom to release those who follow Him into a whole new way of life.

What Jesus teaches in His Gospels, what we read through the Book of Acts, what we read through the Epistles is that the purpose of Jesus Christ unleashing His life in us is to give us a magnificent quality of life.

We can do things, we can understand things—because Jesus served us—that we could not possibly do or possibly understand if Jesus hadn’t come to serve us. The whole picture here is—instead of exercising authority, and instead of lording it over people, release those people, teach those people; serve them by making them the best they can possibly be.

As a leader, you can certainly be excited when you do something well, when you do something magnificently. But Jesus said, “What I want for you, as leaders, is to cultivate this spirit in yourself where you are never more excited than you are when you see people who a week ago, or yesterday, or six months ago, didn’t understand things, couldn’t do things, but under your leadership they’re doing things even they never dreamed they could do.”

The whole process of servant leadership is unleashing other people, cultivating other people, serving other people, getting under other people and instead of lording it over them and exercising authority over them, and keeping them down, is to get under them and lift them up. That’s exactly what Jesus did with His disciples; that’s exactly what Jesus does with every single person who comes to follow Him and accepts Him as Savior and Lord. He unleashes us into a possible way of living that we never dreamed could be ours.

Just think of yourself as a leader—instead of exercising authority and lording it over people—saying, “All around me are people who are becoming better than they ever thought they could be.”

Now when you lead that way, your followers win; they’re becoming better people. Your organization wins, because these better people are working at a level of productivity and quality that they never thought about and would be absolutely impossible if you were the only person in the organization who cared about quality and productivity.

So servant leadership is about getting better people in your organization, but it’s also the way to get better product out the door. It’s also the way to get people serving your customers, serving your constituency in a far better way.

The old way of defining management and leadership was getting work done through people. Jesus’ approach to servant leadership said, “It is also getting people done through work.” It’s saying to an individual, “If you come and work in our organization, if you come and participate in our church, if you come and become part of this group that I’m leading, my commitment to you is that if you are with us for five years, you’ll be five years better than you are now. Because our commitment to you is to do everything we can to help you grow, to help you be the best you can possibly be.” “The Son of Man came not to be served but to serve” (v. 28).

So servant leadership is about developing, cultivating people to be the best they can possibly be. When we go to Matthew 23, which Jesus taught just a few days after this passage we just looked at in Matthew 20, Jesus gave the downside, the opposite, what happens when we don’t lead as servants.

And if you look at that passage, the early verses of Matthew, chapter 23, where Jesus is scolding the Pharisees because they didn’t lead as servants, you’ll see the downside of that. Now another important point is that we may think of leaders as the people who sit on the top of an

organization. They're the foremen, they're the vice president, and they're the president, the CEO. But in many ways all of us lead at times.

In fact, I remember thinking when I brought, when Jeanette and I brought our first son Christopher home from the hospital, that I was cast in the role of a leader in a different way. Think about how we raise children. Think about the difference of yourself as a parent if you lord it over and exercise authority over your children all of their lives; at what point are they going to rebel?

At what point did some of us rebel? So whether you're leading in an organization, whether you're leading in a Cub Scout troop, whether you're leading in a church, whether you're leading in your home, what Jesus taught us about the role of the servant leader—in not functioning in ways that we make all the decisions and answer all the questions—but that we allow people as they're capable of it to grow and to expand and to become their own leaders, and to become responsible for their own behavior—leadership, parenting, as servants just makes sense.

When Jesus said, “Don’t exercise authority and don’t lord it over,” this is brilliance, this is genius leadership. What He’s saying is, “If you allow yourself or you force yourself to be the only one in the organization, the only one in the church, the only one in the family who thinks and makes decisions, you really are creating a huge problem for yourself.”

Jesus didn’t say, I’m offering you servant leadership as an option to choose. He said, “Don’t lead that way; instead serve.” He said that for a very important reason. It works.

Discussion Questions

What is servant leadership?

Why did Jesus have to model servant leadership?

How does biblical servant leadership differ from a traditional approach to people management?

Quiz

1. Leaders are only those who have titles to indicate their position of authority.
 - A. True
 - B. False
2. Jesus' approach to servant leadership is:
 - A. Getting work done through people.
 - B. Getting people done through work.
 - C. Getting work done Himself.
 - D. None of the above
3. Which statement defines servant leadership correctly?
 - A. The process of servant leadership involves not **unleashing people's abilities**, but **encouraging them**.
 - B. The process of servant leadership involves **not exercising authority**, but **stewarding resources**.
 - C. The process of servant leadership involves **not lording over people**, but **lifting them up**.
 - D. None of the above
4. In Matthew 23, who does Jesus tell us presents a contrast to servant leadership?
 - A. The Pharisees
 - B. James and John, sons of Zebedee
 - C. The tax collectors
 - D. The Roman officials
5. In what way does Dr. Buzzell believe servant leadership has been misunderstood?
 - A. People have not believed that Jesus asked us to be servant leaders.
 - B. People have understood servant leadership to be domineering.
 - C. People have believed that servant leadership cannot be done; Jesus was the only One capable of it.
 - D. People have equated servant leadership to being a doormat.
6. Which of the following is a true servant leader most excited about?
 - A. His/her biggest accomplishments
 - B. The success of his/her organization
 - C. When his/her followers are doing things they never dreamed they could do
 - D. None of the above
7. Leadership works best when:
 - A. It spreads throughout an organization.
 - B. People own their own jobs.
 - C. People are teaching others how to do things.
 - D. All of the above

8. When a leader lords authority over his/her followers, what is usually the result?
 - A. The followers will take no initiative.
 - B. The followers will teach others how to best do their job.
 - C. The followers will not do what is asked of them.
 - D. The followers will seek justice.
9. People are able to do and understand things that they could not possibly have done or understood because:
 - A. They work hard and study the Bible.
 - B. Jesus came to serve us.
 - C. We are all inherently servant leaders.
 - D. We have highly developed brains.
10. Servant leadership helps accomplish which of the following?
 - A. It lifts others up so they can accomplish things they never thought possible.
 - B. It gets better product out the door.
 - C. It gets workers to serve customers better.
 - D. All of the above

Answers: 1. B 2. B 3. C 4. A 5. D 6. C 7. D 8. A 9. B 10. D

Lesson 3 Study Guide

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Foundations of Effective Leadership

Visionary, Situational, and
Transforming Leadership

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Objectives

This lesson delves into the first three of six different models for grasping servant leadership in an effort to have a well-rounded basis for action.

When you complete this lesson, “Visionary, Situational, and Transforming Leadership,” you should be able to:

- Describe the basic principles of visionary, situational, and transforming leadership.
- Explain how visionary, situational, and transforming leadership contribute to effective servant leading.

Transcript

Course Title: Foundations of Effective Leadership

Lesson Three: Visionary, Situational, and Transforming Leadership

In our first two lessons we tried to make some sense about leadership as a broad concept and then servant leadership as a more specific. But we really didn't talk about what leaders do. Now we said, if you want to be known as a leader, you have to lead; you've got to do what leaders do. But what does that look like?

Servant leadership is a way of thinking about leadership, but it doesn't really give us a lot of help at 3:30 on a Tuesday afternoon, when we've got a leadership issue in front of us. So how does leadership actually work? More specifically, how does servant leadership work? What does it look like?

In the first session of my Leadership Development Course, I put a PowerPoint slide up that has Psalm 23:1, "The Lord is my shepherd," written in Hebrew. Under that I have the formula for how you calculate the standard deviation from a set of scores. And I ask the students in the class to look at these two things. I say, "How many of you can read that phrase?" Well, once in a while, in a seminary, I get a student who can read it. Once in a while I get somebody who recognizes the formula, but usually most people are totally clued-out about what those two things are that I've put up in front of them.

Then I ask them, "How many of you would accept a job where reading Hebrew was an essential part of that job?" How many of them would accept a job as a statistician if they couldn't work this basic formula to get the standard deviation? And we pretty well agree that it would be ridiculous for somebody to accept a job as a Hebrew professor, or to accept a job as a statistician, if they couldn't read Hebrew or work the formulas that statisticians have to work.

Well, then I put up the word *parent*. I say, "How many people assume that they're good parents because they had a child?" I put up the word *spouse* and say, "How many of us assume that we know how to be a good spouse because we got married?" And then I put up the word *leadership* and say, "How many people accept jobs where leading is an essential component of that job, but they really don't know what leaders do?"

And that introduces the course on why we have to develop ourselves as leaders. It's not automatic. In fact, leading is a lot more complicated than reading Hebrew and leading is a lot more complicated than working out statistical formulas, because once you learn how to read Hebrew, and once you learn how to do statistics, it's pretty stable. But leadership is constantly changing.

Leadership changes form how many times? Within an hour, I can be doing leadership in a conversation with one person and doing things that really do constitute leadership. That person walks away, another person comes up and asks me a different question, and now suddenly leadership takes on a whole different form. That person walks away and the person I was talking to

first comes back with a different situation, and I have to do a whole different set of activities if I'm going to lead.

So leading is a complicated thing. It is—it requires the best of our thinking. That's why coming up with one simple definition doesn't work. So we said leadership takes us where we "ain't." Leadership defines an outcome; it gathers resources; it collects what we need to get that job done. Usually leaders have to collect people who have the skills and the gifts to do those things. Then servant leadership cultivates those gifts and skills so that these people who have those resources now are performing those skills and doing those things at their maximum.

And then leadership focuses or channels those resources on getting the job done. But to do that requires many different kinds of activities on the part of a leader. Well, how do we get our mind around all of those activities? What I'd like to do in this session and the next is look at six models of leadership that come from contemporary literature about different things leaders do.

Now I am in no way suggesting that if you or I master one of these models, we are therefore good, effective, successful leaders. These six models circle around the way of thinking about leadership called servant leadership in the most productive ways. We think of these six models like a golfer thinks about the clubs in her golf bag. It isn't that I'm always going to use the driver, or I'm always going to use the putter. If I'm going to be a good golfer, I have to know which club to take out, and then I have to know how to use that club.

So when we talk about these various models, what we're saying is, you have to be able to play these different models like a good golfer plays with all of the clubs in the bag. We could think of these different models as keys on a piano. Just hitting a key does not make beautiful music. We have to know which key to hit when, in combination with which other key, to make music.

We're talking about these models like strings on a violin. A great violinist, by stroking the right string at the right time, makes music. So as we introduce these different models of leadership, we're just launching ourselves really into a lifetime of cultivating our ability to discern when to use which model and how to use it.

In other words, we become servant leaders by allowing these models to servant lead us. It's a lifetime of growth, a lifetime of learning. So in this session, we look at three of those models, visionary leadership, situational leadership, and transforming leadership.

Visionary leadership essentially says leaders have to know where they're going. If leaders take us where we ain't, the best leaders know where we need to go.

We are in one place; we're doing something well; it's working; but a visionary leader says, "What we're doing today may serve us today, but I see some changes on the horizon. I see that if we continue to do what we've always done, we're going to get what we've always got. But what we've always got isn't going to get us to the future."

So visionary leaders are constantly saying, "Where else do we need to be going? What other markets do we need to be penetrating? What other skills do we need to be cultivating?" Now once

again, one leader in an organization isn't enough to do this in a rapidly changing, highly complex world.

Servant leaders are saying, "We need visionaries throughout our organization. We need people who are closest to the action in this department to be freed up and to be capable of looking at that department and saying, 'If this department is going to contribute maximally to the mission of this organization, we need to be always asking ourselves: How can we do this better? How can we do this faster? How can we do this with greater expertise?'"

That's visionary leadership looking down the road saying, "How are we going to meet the challenges of tomorrow starting today?" A commentator one time asked Wayne Gretzky how come he was always where the puck was. He said to Gretzky, "The reason you score so many goals is you're always where the puck is." Gretzky's response was, "No, I score so many goals because I'm always where the puck is going to be."

That's what visionary leadership is all about—are we going to be where our customers need us to be six months down the road, and are we preparing today to get ourselves there? Visionary leadership.

The second model we look at is situational leadership. This comes from Paul Hersey and Ken Blanchard's Situational Leadership. They have now added Dewey Johnson to their team, so I call it the Hersey, Blanchard, Johnson mode of leadership. Situational leadership says, "If I'm going to be an effective servant leader—in other words, if I'm going to do things that help my followers grow—I have to understand what my followers need for me to do."

Now many leaders are good at a couple things. So what leaders do in the name of leadership is what they are comfortable doing, what they like to do regardless of whether that's what the follower needs for them to do or not. Hersey and Blanchard and Johnson suggest that we break jobs down into tasks.

Now here's what I mean by that: As a teacher, my job has various tasks. I have to prepare sessions; I have to teach sessions; I have to exam or give papers to see how well my students are doing on those sessions; and I have to give feedback to my students. So those four tasks, now that's overly simplified, but those tasks make up the job of a teacher. Some teachers love to do research; they love to prepare; they're good at preparing; they're just not so hot in the classroom.

Now if I am the dean of that teacher, and I am a servant-leader dean, I find out which tasks my followers are struggling with. I have a teacher who's good at preparing, but not so good at presenting. Now if I'm going to help that professor improve, I don't help that professor by spending hours showing that professor how to prepare a lesson.

Now that may be where I'm strong. That may be what I like to talk about. But if I'm going to be a servant leader, a situational leader, to that follower, I have to first of all help that follower discern "where I need help is in the classroom," and then I have to help that professor find some way to improve his or her ability to deliver in the classroom. If that professor and I have two hours to spend together, and I spend two hours with that professor talking about how to prepare a lesson, I have insulted that person; I've wasted that person's time.

Where I help that professor is by spending two hours helping that professor be better at performing in the classroom. So situational leadership says, “Intelligent leadership always begins with the follower. Until I find out what that follower needs, I can’t spend my time helping that follower.” And then as a good servant leader, I spend my leadership time—situational leadership says, “I conform my leadership style to what that follower needs.” That’s essentially what situational leadership is about.

Transforming leadership says, “While it is crucial and critical to help our followers develop their skills, it’s also essential and crucial to help those followers develop their souls, develop themselves as people. James MacGregor Burns is the father of transforming leadership in the contemporary world, and he says that leaders and followers really enter into a moral commitment, into a moral contract, where leadership at its best doesn’t just raise followers’ skills, it raises followers as people.

He talks about leaders addressing the followers’ concept, their sense of what their wants and their needs and their aspirations and their expectations are. And he’s saying that people are wanting and feeling that they need things that really aren’t going to help them. A person feels lonely, a person feels inadequate, and they say, “I need a drink; I need a fix,” and MacGregor Burns says that what we have to help people understand is that that drink, that fix, isn’t really what they need. They have to raise their sight of what’s going to satisfy them to a higher level. What did they aspire to? What did they expect out of life?

And part of servant leadership says, “If you come and you’ll follow me, I will raise you to expect and to aspire to and to want and to feel a hunger to need things that are going to raise you to being a higher-level human being—Transforming leadership.

So we began this session by saying that one of the roles of a servant leader is to be a visionary leader. What that says is that the leader has a clear sense of the mission and the purpose of this organization. A visionary leader is highly intentional about where we’re going.

Part of visionary leadership is communicating that vision, that sense of mission and purpose, to everyone in the organization, so that no matter how mundane a particular person’s job may be—licking stamps, washing the floor—we use visionary leadership to say to that person, “You’re contributing to something magnificent; you’re contributing to something you believe in.” Licking stamps, washing floors, is not an end in itself; it’s a means to a higher end. So it gives people a sense of looking up higher.

And then situational leadership says, “We’re going to teach you how to be the best stamp licker, the best floor washer, anybody has ever seen, because by doing those jobs at their absolute best helps you contribute more fully to something you believe in.”

And transforming leadership says, “We want to help elevate your soul, so that as you engage the mission of this organization, as a visionary follower you are doing something you believe in passionately.”

So visionary leadership raises people's sight and engages them hopefully, passionately, in what the organization is doing. Situational leadership says, "We're going to help you do your job in a way that you contribute to this thing you believe in the best way." And transforming leadership says, "We want to get your soul engaged in what this organization is doing, so that you feel every day you're a part of this organization; you're contributing to something that you believe in; and you're contributing to it as a genuine participant in the mission, in the vision, in the purpose, of this organization." That's what servant leaders do.

Leadership takes us where we ain't. Now that moves leadership outside of the realm many of us confine it to. We're not just talking about executives or foremen or bosses or principals or teachers; we're talking about anybody. We all have a responsibility to help people move from where they are to a better place.

Parents do this. Scout leaders do this. Friends do this. If I see a friend in a place where that friend shouldn't be and I help that friend go from a bad place to a good place, taking him where he ain't, I have led that person. So when we talk about leadership in this series of lessons, we're talking about everyone being a leader.

Discussion Questions

Describe ways in which you currently function as a leader (for example, as a spouse or in a workplace or volunteer position). How can you incorporate visionary, situational, and transforming leadership models in your leadership roles?

How do visionary, situational, and transforming leadership models contribute to effective servant leadership?

Explain, in your own words, why leadership is so complicated.

Quiz

1. Transforming leadership says:
 - A. How are we going to meet the challenges of tomorrow, today?
 - B. If I'm going to be effective, I have to understand what my followers need for me to do.
 - C. While it's crucial to develop a person's skills, it's also crucial to develop a person's soul.
 - D. None of the above
2. Situational leaders:
 - A. Should break jobs down into tasks
 - B. Must understand what their followers need them to do
 - C. Realize that intelligent leadership begins with the follower
 - D. All of the above
3. Visionary leaders must be good communicators to people in all levels of an organization.
 - A. True
 - B. False
4. How often does leadership change forms?
 - A. Usually once per hour
 - B. Approximately once per day
 - C. Approximately once per year
 - D. All of the time—there's no real pattern.
5. What does Dr. Buzzell compare the six models of leadership to?
 - A. A person's children
 - B. The clubs in a golf bag
 - C. A pack of dogs
 - D. A toolbox
6. What does situational leadership primarily help followers do?
 - A. It helps them do their jobs in the best way.
 - B. It helps them believe in the mission they are contributing to.
 - C. It helps them understand how their jobs contribute to an ultimate purpose.
 - D. None of the above
7. You will become an effective leader if you choose one of the six models of leadership and master it.
 - A. True
 - B. False

8. Which model of leadership says leaders have to know where they're going?
 - A. Situational leadership
 - B. Transforming leadership
 - C. Visionary leadership
 - D. None of the above
9. Which model of leadership says "What we're doing today is working and we need to continue doing what we've been doing"?
 - A. Situational leadership
 - B. Transforming leadership
 - C. Visionary leadership
 - D. None of the above
10. Which model of leadership helps followers grow as people?
 - A. Situational leadership
 - B. Transforming leadership
 - C. Visionary leadership
 - D. None of the above

Answers: 1. C 2. D 3. A 4. D 5. B 6. A 7. B 8. C 9. D 10. B

Lesson 4 Study Guide

ML112

Foundations of Effective Leadership

Primal, Adaptive, and
Spiritual/Moral Leadership

Updated 2015



Our Daily Bread
Christian University

Objectives

This lesson delves into the final three models for grasping servant leadership in an effort to have a well-rounded basis for action.

When you complete this lesson, “Primal, Adaptive, and Spiritual/Moral Leadership,” you should be able to:

- Describe the basic principles of primal, adaptive, and spiritual/moral leadership.
- Explain how primal, adaptive, and spiritual/moral leadership contribute to effective servant leading.

Transcript

Course Title: Foundations of Effective Leadership

Lesson Four: Primal, Adaptive, and Spiritual/Moral Leadership

We said leaders take us where we “ain’t.” We measure leadership because where we are isn’t where we were. We also said that leadership isn’t confined to a few select people. We recognize that people in certain positions with certain titles are expected to lead. But the danger with that is that the rest of us don’t expect ourselves to lead. When we talk about servant leadership, we’re talking about something all of us not only can do, but all of us must do.

We looked at some models that put wheels on servant leadership. We said servant leadership is a way of thinking, but it doesn’t show us what leadership actually looks like on the ground. We looked at visionary leadership, situational leadership, and transforming leadership in our last session, and in this session we want to look at three other models of leadership: primal leadership, adaptive leadership, and spiritual/moral leadership.

Primal leadership comes from the work done by Daniel Goldman on emotional intelligence. This approach to leading says that leadership, at its base, is about feelings—that we are more passionately led by people who we like, people who have some enthusiasm, people who themselves are passionate about where they’re taking us.

We are far more apt to end up where we ain’t if the person leading us feels deeply about where he or she is trying to get us to go. Very simply, primal leadership says that the first thing a leader has to give attention to is his or her own feelings. I have to understand me; I have to understand what’s driving me on a particular day or a particular moment.

If I come into the office, or if I come into my dinner table in a foul mood, I’m angry about something, I’m upset about something, I have to recognize the fact that—especially if I’m in a leadership position, if I am a parent, if I am the boss—that my feelings are going to spill over into that environment. And if I come in there as an angry, frustrated person, it’s not going to take long before I have created an angry, frustrated environment. And that makes leadership a lot more difficult.

So what primal leadership says, first of all, is, “I have to be in touch with me. I have to understand me. I have to understand that I may not be an upbeat, happy-go-lucky kind of a person by nature, and so I have to factor that into my leadership equation.” So the first role of the primal leader is to understand myself.

The second role is to manage myself. Just because I’m angry doesn’t mean I have to give in to that anger. Just because I’m depressed doesn’t mean I’m a victim of my depression. I have to sit down and have a long, hard talk with myself before I go into that leadership situation and say, “You know, I’ve got to get control of myself. I have to deal with me, before I deal with my followers.” So the first aspect of primal leadership is understanding me; the second is managing me.

Then the attention shifts for primal leadership. It says, “When I go into a leadership situation, I have to also realize that the people I’m leading are people.” They may be in a foul mood; they may be upset; they may be depressed; they may be worried or anxious about something. And so this great word *empathy* says that, “As a leader, when I show up at my workplace, as a leader when I show up at my dinner table, I have to ask myself, ‘Am I in tune, am I in touch, with these people I’m dealing with?’”

As a leader, I have a responsibility to create an environment, and if I walk into somebody who is angry, or somebody who is depressed, and I don’t take that into account and factor that into my leadership situation, I may light a fuse in that situation that causes an explosion.

As a leader, part of my responsibility is to say, “What am I walking into?” When I say, “Good morning,” and I get a “huh” . . . when I say, “How you doing?” and I get a “oh, OK” . . . I can’t assume that everything is OK, because there’s an enormous difference between ok and OK! My job as a leader, part of my responsibility as a parent, part of my privilege as a teacher, is to listen and to look and to analyze those situations and to say, “What kind of person am I leading in this given moment?”

So I manage—I understand myself and I manage myself. I also try to get in touch with what the atmosphere is that I’m leading in and then I manage relationships. I don’t let the anger of my follower enrage me. I don’t allow the sadness of my follower to put me into a depression. That’s—a responsibility of a primal leader is to say, “Before we begin this workday, maybe it would be good for us to take a few minutes and to interact on these feelings that I’m sensing that you’re having.”

You say, “Boy, that’s touchy-feely. I’m not comfortable with that.” Welcome to the world of leadership. Primal leadership tells us that it is my responsibility as a leader, it is my responsibility as a parent, if I’m going to be an effective servant leader, an effective servant parent, an effective servant friend, to say, “How am I feeling? What am I going to do about that? How are you feeling? What are you dealing with, and how can I manage that into this leadership situation?”

I would say of all the aspects of leading, this is certainly one of the most critical, and it is one of the most overlooked. And for many leaders, it is one of the most feared. Primal leadership is one of the strings on the violin. It’s one of the clubs in the golf bag, and you can choose to ignore it; we can choose to pretend it’s not there, but guess what, my friends? It is there, it is always there, and leaders who don’t play with that club will never be as effective as leaders who learn how to use that club with great dexterity.

Another model of leadership comes from Ronald Heifetz’s work. It’s called adaptive leadership. Heifetz describes two situations. One is a technical situation; one is an adaptive situation. Now Heifetz is a physician, so he uses this illustration to help us understand the difference between a technical leadership situation and an adaptive leadership situation.

He says . . . suppose somebody comes into the doctor’s office with a broken arm. That is clearly a technical problem. We understand the problem: The arm is broken. Both the leader and the follower—the physician and the patient—know that the patient can’t fix that broken arm. The doctor has to fix that for the patient. So the doctor sets the bone; the doctor puts a cast on it; the

doctor tells the patient to come back at a certain time, and the doctor will take the cast off and check the break to see if it's healed. That's a technical problem. The leader has to diagnose, and the leader has to solve it.

An adaptive problem says the patient comes in, and the patient is short of breath. The patient is feeling fatigued. Well, it's not clear why that patient is feeling fatigued, why that patient is short of breath. So the doctor and the patient, through dialogue and mutual investigation, diagnose what the problem is.

The leader, the doctor, then says to the patient, "I can't solve your problem for you. You're forty pounds overweight. You need to exercise; you need to change your diet, OK? Now I can't exercise for you, and I can't not eat donuts for you. You have to involve yourself in the solving of this problem. Let's work together on an exercise plan, and a diet plan that will work for you, and then you have to solve your problem." That's an adaptive problem.

Now adaptive leadership says, "If I, as a servant leader, am committed to your development, there are certain problems you bring to me that I will not solve for you because I can't. The process of solving that problem helps you grow. I say to you, 'How do you think you should solve that problem?' I will support you in it, but I can't solve that problem for you. If I solve that problem for you, I don't help you; I actually hurt you."

You come to me with a question, and I say, "What do you think that answer is?" You say, "I don't know." I say, "Why don't you take the next couple of days and do some thinking and do some research and do some reading? Come back to me in a couple days with some possible answers to your questions, with some possible solutions to your problem." It is that process of you answering your question and you solving your problems that forces you to grow.

We do this with our children. Hopefully a servant parent using adaptive parenting will say to the child, "What do you think is the solution to your problem? What do you think is the answer to your question?" We create a safe environment for that person to explore and to investigate and to come up with those answers, to come up with those solutions, and then we work with that person to apply that answer, to apply that solution to the problem.

It seems so simple but how many of us, because we're in a leadership position, because we're parents, think it is our job, it is our responsibility, to solve all the problems and to answer all the questions. And when we do that we are "lording it over," and we are exercising authority over, and we're cutting these people off at the knees by not only not forcing them but sometimes not even allowing them to grow by answering their questions and solving their problems. Very simply, that's what adaptive leadership is about.

The sixth leadership model we're looking at is called spiritual/moral. Now when a person says, "I am going to come up with these visions. I am going to help you develop your skills by situational leadership. I am going to help you become a better person by transforming leadership. I am going to help you and me control this relationship and control ourselves through primal leadership. I'm going to help you grow by being an adaptive leader," we are taking an enormous responsibility on ourselves.

That can be a heady, almost an arrogant, way of thinking about leadership. Until we come back to where we began, with servant leadership, saying, “You know, I too, am a follower. I am not accepting this position because I think I am so much better, so much wiser than anyone else. If I’m going to be a servant leader, I have to be a servant follower. I have to make the commitment that I am going to first of all be a follower of Christ. Servant leaders have to be servant followers of Christ.

Luke, chapter 6 [see vv. 39–45], is an essential passage in leadership thinking. Jesus said to the apostles—very shortly after He named the twelve apostles in Luke 6—He talked about the blind leading the blind. He said, “If you don’t know where you’re going, if you don’t know who you’re following, don’t you dare set yourself up as a leader because you and your followers will end up in a ditch.” That’s Luke, chapter 6.

He also then talked about the student after he’s been fully trained will be like his teacher. If you’re going to set yourself up as a servant leader, as a leader/teacher, you have to recognize that unless you’re involved in becoming a better person, your student, after he becomes like his teacher, may be a very dangerous person.

Jesus said, “How can you look at the specks in your brother’s eye and not see the log in your own eye?” Jesus said, “First take the log out of your own eye, and then you can help your followers take the specks out of their eyes.” Are you growing? Jesus said, “The good person brings good things out of the goods stored up in his heart, and the evil person brings evil things out of the evil stored up in his heart.” The good person brings good things out of the heart.

Spiritual/moral leadership says, “If you think about being a leader, if you think about being a servant leader, the first thing you have to think about is the cultivation of your own soul and your own personal growth process in your walk with Christ.

Leadership is a wonderful thing. It helps people be in better places. Leaders take us where we ain’t. The assumption is that where we are when we end up is better than we were when we started. If we think about being servant leaders, servant parents, servant friends, the first question we have to address is “What’s going on in my own soul as I follow Christ?”

Now before we leave spiritual/moral leadership, Jesus gave this teaching in Luke 6 right after He named the apostles as apostles. Spiritual/moral leadership isn’t just another method. It really is the heart and soul of what it means to lead. Leaders are first of all people. And Jesus said, “If you are not a good person, you will never be a good leader.” Lousy people are going to be lousy leaders.

Jesus said to His apostles before He taught them anything else about leadership—this is first and foremost about you, the person. Are you growing as a person? The kind of person you are is the kind of leader you’ll be. My question is: How heavily, how deeply, how passionately, are we involved in cultivating our own souls as people and then as leaders?

Discussion Questions

Galatians 5:22-23 says: “But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law” [NIV]. What fruit of the Spirit needs to be cultivated in order to be a primal leader? Explain.

Give an example from Scripture of Jesus using adaptive leadership.

Describe ways in which you currently function as a leader (for example, as a spouse or in a workplace or volunteer position). How can you incorporate primal, adaptive, and spiritual/moral leadership models in your leadership roles?

Quiz

1. As a primal leader, I need to focus on:
 - A. My feelings and the feelings of others.
 - B. My experiences and the experiences of others.
 - C. My environment and the environment of others.
 - D. All of the above
2. What does adaptive leadership involve?
 - A. The leader adapting to the follower's requests
 - B. The follower taking initiative to find answers
 - C. The leader taking initiative to find answers
 - D. All of the above
3. Spiritual/moral leadership requires:
 - A. The leader to be a follower.
 - B. The leader to just be a good person.
 - C. The leader to be well-trained in biblical studies.
 - D. All of the above
4. The idea of primal leadership says that, at its foundation, leadership is about:
 - A. Emotions
 - B. Spirituality
 - C. A certain skill set
 - D. Confidence
5. Which of the following is an example of adaptive leadership?
 - A. A doctor fixes the patient's broken bone.
 - B. A doctor helps the patient set up a diet/exercise plan to achieve a healthy weight.
 - C. A doctor refers the patient to a specialist.
 - D. A doctor schedules a follow-up appointment to remove a patient's cast.
6. What does it mean to say that, as a leader, I must manage myself?
 - A. I must get control over my leadership situation by making sure I am compensated fairly.
 - B. I must manage my schedule according to my needs.
 - C. I must get my emotions under control before I can effectively lead my followers.
 - D. None of the above
7. When leaders solve their followers' problems and answer all of their questions, they are actually "lording" their leadership over their followers.
 - A. True
 - B. False

8. Why is Luke 6: 39-45 an important passage for leadership thinking?
 - A. Jesus explains that you can't lead effectively if you don't know where you're going.
 - B. Jesus explains that followers will ultimately turn out like their leader, so it is important for leaders to strive to be better people.
 - C. Jesus explains that a good person brings good things out of the heart.
 - D. All of the above
9. In general, people will be more effectively led by:
 - A. Leaders who solve their problems and answer all of their questions.
 - B. Leaders who are passionate about the direction they are leading in.
 - C. Leaders who are content with their personal level of spiritual maturity.
 - D. All of the above
10. Leaders are first of all:
 - A. Confident
 - B. Adaptable
 - C. People
 - D. Well-trained

Answers: 1. D 2. B 3. A 4. A 5. B 6. C 7. A 8. D 9. B 10. C