Leadership-Enhancing the Lessons of Experience

Question 1. Discuss how leadership is both an art and a science.

As Science: The measurable part of leadership can be evaluated by making measurable objectives that can be followed on a daily basis, giving actual statistics as to whether policies are functioning. These metrics make a stable foundation which can determine the progress of leadership. An Art Lesson: Many leaders are devoted to leading their groups by an art of listening. Heeding is the art of excellent leadership. Leaders who heed to their group supporters open the door to a right team vision, established by taking the superlative thoughts that every person can pass, rather than the insolence

Question 3: Compare and contrast leadership and management.

Leadership means the aptitude of a person to power, inspiring, and assisting others to add toward the efficacy and achievement of the societies of which they are affiliates whereas management includes guiding and governing a group of one or more individuals or bodies for the aim of organizing and coordinating that group towards achieving an objective. Leaders are habitually called bright and active, with great personality. Yet, they are also often seen as recluses and private persons. They are contented when taking risks and have high levels of resourcefulness whereas management tends to be balanced, controlling problem solvers. They regularly focus on objectives, structures, workers, and accessibility of incomes. Leaders just look at the difficulties and invent fresh, artistic resolutions. Using their personality and obligation, they stimulate, inspire, and encourage others to solve difficulties and surpass whereas managers create policies, guidelines, and approaches to produce teams and thoughts that syndicate to function efficiently. They empower individuals by asking their opinions, beliefs, and values which reduces the characteristic risk and creates accomplishment

Question 4: Differentiate between single-loop learning and double-loop learning. Which one is more difficult in terms of leadership development? Why?

In single-loop learning, persons, clusters, or societies change their movements according to the change between probable and gained outcomes. In double-loop learning, the bodies (individuals, groups or organization) enquire the principles, expectations and strategies that lead to the preceding activities if they are able to observe and adjust those, then second-order or double-loop learning has taken place. Single loop learning is more problematic because the recurring process of relating a new policy to attain an anticipated or desired result may occur numerous times and may never prosper causing running out of approaches which may push for re-evaluating the deeper leading variables.

Question 6: What is the purpose of development planning? What are the components of an effective development plan? Do you have a plan? If not, why not?

A Personal Development Plan or Progress File is a collection of forms which accounts your advancement through school or career. It encourages people to focus on their abilities as beginners and take accountability for their own skill improvement. The PDP is personal assets. It is principally about evaluating own expertise, setting objectives for perfection, recording personal accomplishments and replicating on one's experiences. The components of an effective development plan include: conducting surveys; semester organizers; details of meetings with personal teacher; and/or individual difficulties faced; personal academic goals; personal proceedings of progress in course entities; exam outcomes and other successes and lastly personal career goals. As a student I personally have a development plan which guides me through my learning and career choice.

Question 7: Explain how mentoring differs from coaching. Which would you prefer?

Coaching and mentoring are development methods founded on the use of one-to-one consultations to improve a person's abilities, understanding or work presentation. Coaching aims at high presentation and upgrading at work and habitually emphasizing precise talents and objectives, though it may also have an influence on a person's personal qualities such as social relations or self-confidence. The course characteristically lasts for a fairly short distinct period of time and forms the foundation of an on-going controlling style. Mentoring includes the use of the same simulations and abilities of enquiring, heeding, expounding and reframing allied to coaching. Conventionally, however, mentoring in the workstation has inclined to describe an association in which a more knowledgeable associate uses his or her better understanding of the work or workplace to back the growth of a more inexpert member of staff. I would prefer coaching because it helps another individual to enhance alertness, and set and attain objectives in order to develop a specific behavioral performance.

Question 10: Discuss two ways in which you would try to establish and maintain good peer relationships

A vital requirement for building strategic peer relations is to exercise expressive intellect when interconnecting. Emotional intelligence refers to the cognizance of personal feelings and those of others and capability to regulate conduct in reaction to others. Emotional intelligence can assist individuals in building solid relations with key peers. It enables a person to grow and have an honest attitude towards others so that a passionate association is shaped. All relationship needs working in harmony; it's a mounting object that rejoins to effect. Relationships can weaken if untended, or develop in counter-productive ways, with the result of losing a friend and the respect.

Though it is moral to help significant peers and offer them kindnesses to create relations, it is possible to be too reliably helpful. It is good to be helpful in aspects of life, but it is even better to avoid being taken advantage of.

Question 12: Briefly outline the five sources of power from French and Raven's typology. Rank the 5 according to your personal preference.

There are five bases of power namely: Legitimate – This originates from the conviction that an individual has the recognized right to make demands, and anticipate obedience and compliance from other people. Reward – This results from one individual's capacity to recompense another for obedience. Expert – This is founded on an individual's greater expertise and understanding. Referent – This is the result of an individual's alleged appeal, worth, and right to admiration and respect from others**.** Coercive – This comes from the conviction that an individual can discipline others for disobedience.

Question 13: What is coercive power? Should leaders use it? When?

Coercive power uses the intimidation and force to gain obedience from another person. Force may comprise bodily, communal, emotive, radical, or financial means. Coercion is not known by the aim of impact. This type of supremacy is established upon the idea of intimidation. The key hint behind this idea is that somebody is required to do something that he/she does not want to do. The main objective of coercion is obedience. Coercive power's impact is informally reliant on how the objective relates to the change being anticipated by the influence of the representative. Besides, a person would have to be constantly observed by the influencing agent for the alteration to remain in influence. According to my view leaders should not use this power because it is against the rule of law to pose a threat to other people

Question 15: Differentiate between leaders who have position power and leaders who have personal power. If you can only have one, which one would you choose?

Position power is the authority given to the leader by the society. It is the authority approved to the leader grounded on the job label. Personal power is supremacy other persons give to the leader. This involves the leader's assistants, peers and superiors. Personal power is a sign of the level of commitment others have to the leader in relation to one's behavior, ability and reliability. I would choose personal power because is more of power determined by those being led.

Question 16: Describe the four qualities of leadership that engender trust according to Bennis and Goldsmith. Do you agree?

Vision – leaders pull societies together on the foundation of mutual principles and a mutual sense of organizational resolution and belonging. Empathy – leaders understand the world as we perceive it and are knowledgeable about it. Consistency - modifications are agreed as a process of development in light of pertinent and new confirmation. Integrity – a leader that establishes commitment to higher values through their activities. I do agree with Bennis and Goldman that the above qualities of leadership engender trust among people and societies being led.

Question 27: Provide a brief description of the components of the Triarchic Theory of Intelligence. How does each component relate to leadership?

Analytical intelligence. It is convoluted when the mechanisms of intellect are used to evaluate, judge, or compare. It is characteristically tangled in dealing with comparatively acquainted kinds of difficulties where the rulings to be made are equally intangible in nature.

Practical intelligence involves persons applying their skills to the types of difficulties that challenge them in daily life, such as the work or home-based issues. Creative intelligence relates to the way an individual approaches new data or a new duty. It involves an individual's capacity to apply their prevailing understanding to new challenges.

Quiz 28: What are the two major predictions made by the Cognitive Resources Theory with respect to intelligence, experience, stress, and group performance

The Cognitive Resource Theory main entitlement is that numerous bases of stress, group activities, skills and intelligence are hindering the use of wisdom in management. The more cognitively critical and skilled a leader is, the more he or she is intelligent to overcome the effects of pressure. Knowledge, though, is the aspect that overcomes the effects of stress. As for experience, it is the key aspect empowering leadership. Intelligence is more operative in less demanding circumstances. Nevertheless, the leader's aptitude to think is more realistic when the style of leadership is more systematic, planned and strict. If the leader is like the ordinary member of a group, operational headship will come from consensus-oriented methodologies. In terms of goals, the less complex the responsibilities a group need to do, the less there is a need for an intelligent and skilled leader.

Question 29: What have been the results of the increased interest and research into emotional intelligence (EQ)?

For a long time, emotional intelligence has been that revenues come from capitalizing in the latter two. Yet, in the previous decades, a deluge of investigation has defied that supposition and is progressively proving that the firm's people are the distinguishing factor. Since

demonstrative acumen is all about people brilliances about linking to yourself and others, it is no suprise that EQ plays a key role in this aspect.

Question 33: Compare and contrast intrapersonal skills with interpersonal skills. Rate yourself on both.

Intra-personal communication means the inner dialogue that is repeatedly going on in a person's mind. It is like our thinking, our suspicions, our intentions, our doubts, personal restrictions and wishes. Every person passes through these stages in life and the inner dialogue keeps going on in mind automatically during the communication with other individuals. Inter-personal skills means building a connection with other people by the skill of upright communication which entails different types of oral, non-verbal and bodily languages or actions that individuals use when they converse with each other. I rate myself to be an inter-personal communicator because I interact and converse with a lot of people without problems of misunderstanding.

Question 34: What is the important gender issues related to 360-degree feedback? Do you agree?

Gender study has characteristically found few important changes in performance. Females may have to do slightly better to get to the equal level as males and are more participative and accustomed to others. Men do slightly better at common commercial problem-solving abilities. Rating prejudices whereby women rate fellow women higher and vice-versa are insignificant and almost nonexistent. Many line jobs are dominated by males and allow for lower intensities of relational skillfulness; thus, men and women show different levels of interactive proficiency. Studies that look at men and women in the same companies, in the same jobs, at the same level,

with the same amount of managerial experience, find that efficiency is about the same. I personally do not agree with 360-degree feedback because in most firms males dominate and the level of performance is quite diverse even when the skills are the same as the female counterparts.