



CHAPTER 2

LEADERSHIP ETHICS AND TRAITS

Chapter Outline

- I. PERSONALITY TRAITS AND LEADERSHIP
 - A. Personality and Traits
 - B. Personality Profiles
 - C. Applying Trait Theory

- II. THE BIG FIVE INCLUDING TRAITS OF EFFECTIVE LEADERS
 - A. Surgency
 - B. Agreeableness
 - C. Adjustment
 - D. Conscientiousness
 - E. Openness

- III. THE PERSONALITY PROFILE OF EFFECTIVE LEADERS
 - A. Achievement Motivation Theory
 - B. Leader Motive Profile Theory

- IV. LEADERSHIP ATTITUDES
 - A. Theory X and Theory Y
 - B. The Pygmalion Effect
 - C. Self-Concept
 - D. How Attitudes Develop Leadership Styles

- V. ETHICAL LEADERSHIP
 - A. Does Ethical Behavior Pay?
 - B. Factors Influencing Ethical Behavior
 - C. How People Justify Unethical Behavior
 - D. Guides to Ethical Behavior
 - E. Being an Ethical Leader

New To Chapter 2 (Changes from the 4e to 5e)

- The chapter has been updated throughout. There are 77 references with only 7 classical references from the 4e; so 70 or 92 percent of the references are new to this edition.
- There has been a major reorganization of the first two sections of chapter 2. The Big Five and traits of effective leaders are now combined with a new major heading “The Big Five Including Traits of Effective Leaders.” The discussion of the Big Five has been moved to this

18 Instructor's Manual for Effective Leadership, 5e

new section with the nine traits listed under their Big Five classification. The nine traits have been expanded to 12, adding determination, sociability, narcissism, and dependable. The definitions of the Big Five have been changed to include the individual traits of effective leaders. The discussion of several individual traits has been rewritten.

- The concepts of emotional intelligence—relationship management, self-awareness, self-management, and social awareness are still in the text but are no longer key terms.
- From justifying ethical behavior, moral justification, attribution of blame, diffusion of responsibility, displacement of responsibility, disregard or distortion of consequences, euphemistic labeling, and advantageous comparison, are still in the text but are no longer key terms. The definition of moral justification has been changed.
- Several of the questions in Self-Assessment 1 Personality Profile have been changed to coincide with the reorganization list of traits.
- Learning Outcomes 1, “List the benefits of classifying personality traits,” has been deleted. LO 3 is now 1, LO 4 s now 3, and LO 5-50 are now 4-9.
- There is a new opening case with answers throughout the chapter.
- There is a new sub-section, “Applying Trait Theory.”
- The prior Derailed Leadership Traits subsection is now discussed in the Applying Trait Theory subsection.
- There is a new sub-section for the topic leadership and neuroscience.
- The four key terms related to emotional intelligence (self-awareness, social awareness, self-management, and relationship management) and the seven key terms related to why we use unethical behavior (moral justification, displacement of responsibility, diffusion of responsibility, advantageous comparison, disregard or distortion of consequences, attribution of blame, and euphemistic labeling) are still in the chapter but they are no longer key terms. We have also added a new key term for moral rationalization.
- The section on “Leadership Attitudes” has been shortened a bit, and the subsection on “Developing a More Positive Attitude and Self-Concept” tips have been re-organized and have gone from 12 down to 11 by deleting 10 think for yourself.
- Self-assessment 5, Theory X, Theory Y has new directions and two more questions.

- The section “How Personality Traits and Attitudes, Moral Development, and the Situation Affect Ethical Behavior” was too long and has been changed to “ Factors Influencing Ethical Behavior”
- There is a new Concept Application , Justifying Unethical Behavior, with seven examples to illustrate the different thinking processes of justification.
- You Make the Ethical Call 2 has been updated.
- The two sections “Simple Guides to Ethical Behavior” and the “Stakeholder Approach to Ethics” has been combined into one new major section “Guides to Ethical Behavior.”
- The subsection on ways to find courage has been deleted.
- The end of chapter case is still Bill & Melinda Gates Foundation, but it has been updated, reorganized, and includes new information about the Foundation.

Lecture Outline

PowerPoint: You may use the PowerPoint supplement to enhance your lectures. Even if your classroom is not equipped to use PowerPoint, you can review the material on your personal computer to get teaching ideas and to copy the slides. Copies of the slides can be made into overheads.

I. PERSONALITY TRAITS AND LEADERSHIP

Self-Assessment 1

Personality Profile

If you want students to complete the Self-Assessment exercises throughout the book, you may want to tell students and spend a little time talking about them.

A. Personality and Traits

Traits are distinguishing personal characteristics. **Personality** is a combination of traits that classifies an individual's behavior.

Personality is developed based on genetics and environmental factors.

B. Personality Profiles

Personality profiles identify individual stronger and weaker traits.

WORK APPLICATION 1

Select a present or past manager, and describe his or her personality profile using each of the Big Five dimensions. After rating each dimension as strong, moderate, or weak, give an example of traits and typical behavior of the manager for each dimension. Which dimensions are strongest and weakest?

1. Job Performance

Personality profiles are used to categorize people as a means of predicting job success, and high conscientiousness is a good predictor of job performance, whereas people who are unstable tend to have poor job performance. People who are high in openness to experience tend to lead innovation to improve organizational performance.

20 Instructor's Manual for Effective Leadership, 5e

2. The Big Five Correlates with Leadership

People high in surgency are perceived as leaderlike—they work hard, and they bring about change. They are not too concerned about being well-liked and trying to please everyone, and they are stable or not overly emotional.

Learning Outcome (LO) 1. Explain the universality of traits of effective leaders.

Traits are universal in the sense that there are certain traits that most effective leaders have. However, traits are not universal in the sense that there is no one list of traits that is clearly accepted by all researchers, and not all effective leaders have all the traits.

C. Applying Trait Theory

1. Understanding Personality is Important

Understanding people's personalities is important because personality affects behavior as well as perceptions and attitudes. Knowing personalities helps us to explain and predict others' behavior and job performance.

2. There are Important Leadership Traits, but All Have Exceptions

Yes there are common traits that effective leaders tend to have. However, there is no universally accepted list because there are always exceptions to the traits. So we don't need to have all the traits to be successful leaders.

3. We can Improve

As stated, we can change our behavior to be more effective. The key to success is to assess our personality strength and weaknesses and plan how to change our behavior to improve our relationships and leadership skills.

4. Leadership and Neuroscience

There is research being done to study the human brain and the field of neuroscience to better predict inspirational leaders and to understand effective leadership, its assessment, and its development. But being a new field of study, further research is needed before we can apply leadership and neuroscience.

5. Derailed Leadership Traits

The six major reasons why executives are derailed are:

1. They used a bullying style viewed as intimidating, insensitive, and abrasive.
2. They were viewed as being cold, aloof, and arrogant.
3. They betrayed personal trust.
4. They were self-centered and viewed as overly ambitious and thinking of the next job.
5. They had specific performance problems with the business.
6. They overmanaged and were unable to delegate or build a team.

WORK APPLICATION 2

Select a present or past manager, and state whether he or she has any of the six traits of derailment. Give specific examples of weaknesses.

6. Leadership and Neuroscience

There is research being done to study the human brain and the field of neuroscience to better predict inspirational leaders and to understand effective leadership, its assessment, and its development.

II. The Big Five Including Traits of Effective Leaders

LO 2. Describe the Big Five personality dimensions.

The *surgency* personality dimension includes leadership and extraversion traits. The *agreeableness* personality dimension includes traits related to getting along with people. The *adjustment* personality dimension includes traits related to emotional stability. The *conscientiousness* personality dimension includes traits related to achievement. The *openness-to-experience* personality dimension includes traits related to being willing to change and try new things.

The Big Five Model of Personality categorizes traits into the dimensions of *surgency, agreeableness, adjustment, conscientiousness, and openness to experience.*

A. Surgency

The surgency personality dimension includes dominance, extraversion, and high energy with determination.

LO 3. Discuss why the trait of dominance is so important for managers to have.

Because the dominance trait is based on the desire to be a leader, this trait affects the other traits in a positive or negative way based on that desire.

- 1. Dominance.** Successful leaders assert themselves and want to be managers and to take charge.
- 2. Extraversion.** It is on a continuum between extravert and introvert.
- 3. High energy with determination.** Leaders tend to have high energy with a positive drive to work hard to achieve goals.

WORK APPLICATION 3

Select a present or past manager and assess his or her surgency traits of effective leaders. Give an example of the manager's strong or weak dominance, extroversion, and energy/determination in a typical specific situation.

B. Agreeableness

The agreeableness personality dimension includes traits of sociability and emotional intelligence.

- 1. Sociability/Sensitivity.** Sociable's are inclination to seek out enjoyable social relationships. *Sensitivity* refers to understanding group members as individuals, what their positions on issues are, and how best to communicate with and influence them.

2. Emotional Intelligence. An offshoot of IQ is EQ (emotional quotient—EQ or emotional intelligence—EI). EI is the ability to work well with people and it influences our assessment of people. There are four components of EQ:

- *Self-awareness* relates to being conscious of your emotions and how they affect your personal and professional life.
- *Social awareness* relates to the ability to understand others.
- *Self-management* relates to the ability to control disruptive emotions, ours and others.
- *Relationship management* relates to the ability to work well with others, which is dependent on the other three EI components..

WORK APPLICATION 4

Using the same manager from Work Application 3, assess his or her agreeableness traits of effective leaders. Give an example of the manager's strong or weak sociability/sensitivity and emotional intelligence in a typical specific situation

C. Adjustment

The adjustment personality dimension includes traits of emotional stability and self-confidence.

1. Emotional stability/self-control and narcissism. Adjustment is on a continuum between being emotionally stable (in control of our emotions) to unstable (out of control).

Narcissist are preoccupied with themselves, ignoring the needs of others, have unrealistic assessment of their actual capabilities, and have a sense of entitlement.

2. Self-confidence. It is on a continuum from strong to weak, indicating whether we are self-assured in our judgments, decision making, ideas, and capabilities.

WORK APPLICATION 5

Using the same manager from Work Application 3, assess his or her emotional adjustment traits of effective leaders. Give an example of the manager's strong or weak emotional stability and narcissism and self-confidence in a typical specific situation.

D. Conscientiousness

The conscientiousness personality dimension includes traits of dependability and integrity.

1. Dependability. It is on a continuum between responsible/dependable to irresponsible/undependable. Highly conscientious people are willing to work hard and put in extra time and effort to accomplish goals to achieve success—also called *organization citizenship behavior*.

2. Integrity. It is on a continuum between being honest and ethical or not. Integrity is the foundation for trustworthiness.

We discuss ethics in more detail in the last section of this chapter.

WORK APPLICATION 6

Using the same manager from Work Application 3, assess his or her conscientiousness traits of effective leaders. Give an example of the manager's strong or weak dependability and integrity in a typical specific situation.

ETHICAL DILEMMA 1

Downsizing and Part-Time Workers

Answers will vary based on opinion.

E. Openness

The openness-to-experience personality dimension includes traits of flexibility, intelligence, and internal locus of control.

1. Flexibility. It refers to the ability to adjust to different situations and change. Flexible people are generally more creative and innovative—willing to try new thing and change.

2. Intelligence. It refers to cognitive ability to think critically, to solve problems, and to make decisions. It is also referred to as general mental ability intelligence quotient (IQ).

IQ, EQ, and I got a clue. It has been said that to be successful a high IQ is not enough. We also need strong interpersonal skills, or a high EQ (leading). Plus, we have to have a clue of what we are trying to accomplish (objectives) and how we will get the job done (planning, organizing,

24 Instructor's Manual for Effective Leadership, 5e
and controlling). Can you think of any people who are intelligent, but lack people skills or don't seem to have a clue on what to do or how to get things done?

3. Locus of control. It is on a continuum between the belief in who has control of our performance. Internalizers believe they have control over their destiny/performance and externalizers don't.

WORK APPLICATION 7

Using the same manager from Work Application 3, assess his or her openness to experience traits of effective leaders. Give an example of the manager's strong or weak flexibility, intelligence, and locus of control in a typical specific situation.

WORK APPLICATION 8

How can you improve your leadership skills by understanding your manager's (and other peoples') personality profile?

APPLYING THE CONCEPT

AC 1—Big Five Personality Dimensions

The answers to the 7 Applying the Concept questions are at the end of the lecture outline.

APPLYING THE CONCEPT

AC 2—Personality Traits of Effective Leaders

The answers to the 8 Applying the Concept questions are at the end of the lecture outline.

III. THE PERSONALITY PROFILE OF EFFECTIVE LEADERS

Effective leaders have specific personality traits. McClelland's trait theories of Achievement Motivation Theory and Leader Motive Profile Theory have strong research support and a great deal of relevance to the practice of leadership.

Note: You may want to spend time going over Exhibit 2.3 because it puts together the Big Five Model of Personality, the nine traits of effective leaders, and Achievement Motivation Theory and LMP.

A. Achievement Motivation Theory

LO 5. State how the Achievement Motivation Theory and the Leader Motive Profile are related and different.

Achievement Motivation and Leader Motive Profile theories are related because both are based on the need for achievement, power, and affiliation. They are different because the Achievement Motivation Theory is a general motive profile for explaining and predicting behavior and performance, while the LMP is the one profile that

specifically explains and predicts leadership success.

Achievement Motivation Theory attempts to explain and predict behavior and performance based on a person's need for achievement, power, and affiliation.

1. The Need for Achievement (n Ach)

The *need for achievement* is the unconscious concern for excellence in accomplishments through individual efforts. People with strong n Ach tend to have an internal locus of control, self-confidence, and high-energy traits. High n Ach is categorized as the Big Five dimension of *conscientiousness*.

2. The Need for Power (n Pow)

The *need for power* is the unconscious concern for influencing others and seeking positions of authority. People with strong n Pow have the dominance trait, and tend to be self-confident with high energy. High n Pow is categorized as the Big Five dimension of *surgency*.

3. The Need for Affiliation (n Aff)

The *need for affiliation* is the unconscious concern for developing, maintaining, and restoring close personal relationships. People with strong n Aff have the trait of sensitivity to others. High n Aff is categorized as the Big Five dimension of *agreeableness*.

APPLYING THE CONCEPT

AC 3—Achievement Motivation Theory

The answers to the 5 Applying the Concept questions are at the end of the lecture outline.

4. Your Motive Profile

Knowing a motive profile is useful, because it can explain and predict behavior and performance.

Self-Assessment 2

Motive Profile

If you want students to complete the Self-Assessment exercises throughout the book, you may want to tell students and spend a little time talking about them.

WORK APPLICATION 9

Explain how your need for achievement, power, and/or affiliation has affected your behavior and performance, or that of someone you work with or have worked with. Give an example of the behavior and performance, and list your predicted motive need.

B. Leader Motive Profile Theory

Leader Motive Profile Theory attempts to explain and predict leadership success based on a person's need for achievement, power, and affiliation. The **Leader Motive Profile (LMP)** includes a high need for power, which is socialized; that is, greater than the need for affiliation with a moderate need for achievement. The achievement score is usually between the power and affiliation score.

1. Power

Power is essential to leaders as it is a means of influencing followers. Without power, there is no leadership. To be successful, leaders need to want to be in charge and enjoy the leadership role.

2. Socialized Power

Power can be either good or bad. It can be used for personal gain at the expense of others (personalized power), or it can be used to help oneself and others (socialized power). Effective leaders use socialized power, which includes the traits of sensitivity to others and stability, and is the Big Five *adjustment* dimension.

Self-Assessment 3

Motive Profile with Socialized Power

If you want students to complete the Self-Assessment exercises throughout the book, you may want to tell students and spend a little time talking about them.

3. Achievement

To be effective, leaders generally need to have a moderate need for achievement. They have high energy, self-confident, and openness-to-experience traits, and they are *conscientiousness* (Big Five dimension).

4. Affiliation

Effective leaders have a lower need for affiliation than power, so that relationships don't get in the way of influencing followers.

WORK APPLICATION 10

Make an intelligent guess about your present or past manager's motive profile. Is it an LMP? Explain.

Self-Assessment 4

Leadership Interest

If you want students to complete the Self-Assessment exercises throughout the book, you may want to tell students and spend a little time talking about them.

IV. LEADERSHIP ATTITUDES

Attitudes are positive or negative feelings about people, things, and issues. Attitudes help to explain and predict job performance.

A. Theory X and Theory Y

LO 6. Identify similarities and differences among Theory X and Theory Y, the Pygmalion effect, and self-concept.

The concept of Theory X and Theory Y is similar to the Pygmalion effect, because both theories focus on the leader's attitude about the followers. The Pygmalion effect extends Theory X and Theory Y attitudes by including the leader's expectations and how he or she treats the followers, using this information to explain and predict followers' behavior and performance. In contrast, Theory X and Theory Y focus on the leader's behavior and performance. Both approaches are different from self-concept because they examine the leader's attitudes about others, whereas self-concept relates to the leader's attitude about him- or herself. Self-concept is also different because it focuses on how the leader's attitude about him- or herself affects his or her behavior and performance.

Theory X and Theory Y attempt to explain and predict leadership behavior and performance based on the leader's attitude about followers.

People with Theory X attitudes hold that employees dislike work and must be closely supervised in order to do their work. Theory Y attitudes hold that employees like to work and do not need to be closely supervised in order to do their work.

Managers with Theory X attitudes tend to have a negative, pessimistic view of employees and display more coercive, autocratic leadership styles using external means of controls, such as threats and punishment. Managers with Theory Y attitudes tend to have a positive, optimistic view of employees and display more participative leadership styles using internal motivation and rewards.

Self-Assessment 5

Theory X and Theory Y Attitudes

If you want students to complete the Self-Assessment exercises throughout the book, you may want to tell students and spend a little time talking about them.

B. The Pygmalion Effect

The **Pygmalion effect** *proposes that leaders' toward attitudes and expectations of followers, and their treatment of them, explain and predict followers' behavior and performance.*

WORK APPLICATION 11

Give an example of when a person (parent, friend, teacher, coach, manager) really expected you either to perform well or to fail, and treated you like you would, which resulted in your success or failure.

C. Self-Concept

Self-concept *refers to the positive or negative attitudes people have about themselves.* If you have a positive view of yourself as being a capable person, you will tend to have the positive self-confidence trait. A related concept, *self-efficacy*, is the belief in your own capability to perform in a specific situation. Self-efficacy is based on self-concept and is closely related to the self-confidence trait, because if you believe you can be successful, you will often have self-confidence.

1. Developing a More Positive Attitude and Self-Concept

The text lists 11 ideas to help you change your attitudes and develop a more positive self-concept:

WORK APPLICATION 12

Recall a present or past manager. Using Exhibit 2.5, which combinations of attitudes best describe your manager's leadership style? Give examples of the manager's behavior that illustrates his or her attitudes.

D. How Attitudes Develop Leadership Styles

LO 7. Describe how attitudes are used to develop four leadership styles.

The leader's attitude about others includes Theory Y (positive) and Theory X (negative) attitudes. The leader's attitude about him- or herself includes a positive self-concept or a negative self-concept. Combinations of these variables are used to identify four leadership styles: Theory Y positive self-concept, Theory Y negative self-concept, Theory X positive self-concept, and Theory X negative self-concept.

Combining attitudes with the Leader Motive Profile (LMP), an effective leader tends to have Theory Y attitudes with a positive self-concept.

Note: *You may want to discuss Exhibit 2.4 (presented below) to understand how attitudes toward self and others affect leadership styles.*

	Theory Y Attitudes	Theory X Attitudes
<i>Positive self-concept</i>	The leader typically gives and accepts positive feedback, expects others to succeed, and lets others do the job their way.	The leader typically is bossy, pushy, and impatient; does much criticizing with little praising; and is very autocratic.
<i>Negative self-concept</i>	The leader typically is afraid to make decisions, is unassertive, and is self-blaming when things go wrong.	The leader typically blames others when things go wrong, is pessimistic about resolving personal or organizational problems, and promotes a feeling of hopelessness among followers.

V. ETHICAL LEADERSHIP

Self-Assessment 6

How Ethical Is Your Behavior?

If you want students to complete the Self-Assessment exercises throughout the book, you may want to tell students and spend a little time talking about them.

Ethics are the standards of right and wrong that influence behavior. Right behavior is considered ethical, and wrong behavior is considered unethical. Business ethics and ethics codes guide and constrain everyday business conduct.

A. Does Ethical Behavior Pay?

Generally, the answer is yes. Research studies have reported a positive relationship between ethical behavior and leadership effectiveness. Values and ethics are essential to running a successful business.

B. Factors Influencing Ethical Behavior

1. Personality Traits and Attitudes

Our ethical behavior is related to our individual needs and personality traits.

LO 8. Compare the three levels of moral development.

At the lowest level of moral development, preconventional, behavior is motivated by self-interest, seeking rewards, and avoiding punishment. At the second level, conventional, behavior is motivated by meeting the group's expectations to fit in by copying others' behavior. At the highest level, postconventional, behavior is motivated to do the right thing, at the risk of alienating the group. The higher the level of moral development, the more ethical is the behavior.

2. Moral Development

Moral development refers to understanding right from wrong and choosing to do the right thing. There are three levels of personal moral development.

At the first level, preconventional, you choose right and wrong behavior based on your self-interest and the consequences (reward and punishment). With ethical reasoning at the second level, conventional, you seek to maintain expected standards and live up to the expectations of others. At the third level, postconventional, you make an effort to define moral principles regardless of leader or group ethics.

WORK APPLICATION 13

Give an organizational example of behavior at each of the three levels of moral development.

3. The Situation

Highly competitive and unsupervised situations increase the odds of unethical behavior.

C. How People Justify Unethical Behavior

When we use unethical behavior, we often justify the behavior to protect our self-concept so that we don't have a guilty conscience or feel remorse. **Moral justification** is the thinking process of rationalizing why unethical behavior is used.

- **Moral justification** is the process of reinterpreting immoral behavior in terms of a higher purpose.
- **Displacement of responsibility** is the process of blaming one's unethical behavior on others.
- **Diffusion of responsibility** is the process of the group using the unethical behavior with no one person being held responsible.
- **Advantageous comparison** is the process of comparing oneself to others who are worse.
- **Disregard or distortion of consequences** is the process of minimizing the harm caused by the unethical behavior.
- **Attribution of blame** is the process of claiming the unethical behavior was caused by someone else's behavior.
- **Euphemistic labeling** is the process of using "cosmetic" words to make the behavior sound acceptable.

WORK APPLICATION 14

Give at least two organizational examples of unethical behavior and the process of justification.

CONCEPT APPLICATION

AC 4—Justifying Unethical Behavior

The answers to the 7 Applying the Concept questions are at the end of the lecture outline.

ETHICAL DILEMMA 2

Sex and Violence

Answers will vary based on opinion.

D. Guides to Ethical Behavior

1. Golden Rule

Following the golden rule will help you to use ethical behavior. The golden rule is:

"Do unto others as you want them to do unto you." Or put other ways, "Don't do anything to other people that you would not want them to do to you." "Lead others as you want to be led."

2. Four-Way Test

Rotary International developed the four-way test of the things we think and do to guide business transactions. The four questions are (1) Is it the truth? (2) Is it fair to all concerned? (3) Will it build goodwill and better friendship? (4) Will it be beneficial to all concerned? When making your decision, if you can answer yes to these four questions, it is probably ethical.

3. Stakeholder Approach to Ethics

LO 9. Explain the stakeholder approach to ethics.

Under the stakeholder approach to ethics, the leader (or follower) creates a win-win situation for relevant parties affected by the decision. If you are proud to tell relevant stakeholders your decision, it is probably ethical. If you are not proud to tell others your decision, or you keep justifying it, the decision may not be ethical.

Under the **stakeholder approach to ethics**, one creates a win-win situation for relevant parties affected by the decision. You can ask yourself one simple question to help you determine if your decision is ethical from a stakeholder approach:

“Am I proud to tell relevant stakeholders my decision?”

If you are proud to tell relevant stakeholders your decision, it is probably ethical. If you are not proud to tell others your decision, or you keep justifying it, the decision may not be ethical.

E. Being an Ethical Leader

Ethical leadership requires *courage*—the ability to do the right thing at the risk of rejection and loss.

WORK APPLICATION 15

Give examples of times when you or others you know had the courage to do what was right.

LEARNING OUTCOMES AND ANSWERS

The chapter summary is organized to answer the learning objectives for Chapter 2. They are also found at the end of the chapter and can be used as short answer questions on exams.

These questions are included in the test bank in the Learning Outcomes (Concepts) section.

1. Explain the universality of traits of effective leaders.

Traits are universal in the sense that there are certain traits that most effective leaders have. However, traits are not universal in the sense that there is no one list of traits that is clearly accepted by all researchers, and not all effective leaders have all the traits.

2. Describe the Big Five personality dimensions.

The *urgency* personality dimension includes leadership and extraversion traits. The *agreeableness* personality dimension includes traits related to getting along with people. The *adjustment* personality dimension includes traits related to emotional stability. The *conscientiousness* personality dimension includes traits related to achievement. The *openness-to-experience* personality dimension includes traits related to being willing to change and try new things.

3. Discuss why the trait of dominance is so important for managers to have.

Because the dominance trait is based on the desire to be a leader, this trait affects the other traits in a positive or negative way based on that desire.

4. State how the Achievement Motivation Theory and the Leader Motive Profile are related and different.

Achievement Motivation and Leader Motive Profile theories are related because both are based on the need for achievement, power, and affiliation. They are different because the Achievement Motivation Theory is a general motive profile for explaining and predicting behavior and performance, while the LMP is the one profile that specifically explains and predicts leadership success.

5. Identify similarities and differences among Theory X and Theory Y, the Pygmalion effect, and self-concept.

The concept of Theory X and Theory Y is similar to the Pygmalion effect, because both theories focus on the leader's attitude about the followers. The Pygmalion effect extends Theory X and Theory Y attitudes by

including the leader's expectations and how he or she treats the followers, using this information to explain and predict followers' behavior and performance. In contrast, Theory X and Theory Y focus on the leader's behavior and performance. Both approaches are different from self-concept because they examine the leader's attitudes about others, whereas self-concept relates to the leader's attitude about him- or herself. Self-concept is also different because it focuses on how the leader's attitude about him- or herself affects his or her behavior and performance.

6. Describe how attitudes are used to develop four leadership styles.

The leader's attitude about others includes Theory Y (positive) and Theory X (negative) attitudes. The leader's attitude about him- or herself includes a positive self-concept or a negative self-concept. Combinations of these variables are used to identify four leadership styles: Theory Y positive self-concept, Theory Y negative self-concept, Theory X positive self-concept, and Theory X negative self-concept.

7. Compare the three levels of moral development.

At the lowest level of moral development, preconventional, behavior is motivated by self-interest, seeking rewards, and avoiding punishment. At the second level, conventional, behavior is motivated by meeting the group's expectations to fit in by copying others' behavior. At the highest level, postconventional, behavior is motivated to do the right thing, at the risk of alienating the group. The higher the level of moral development, the more ethical is the behavior.

8. Explain the stakeholder approach to ethics.

Under the stakeholder approach to ethics, the leader (or follower) creates a win-win situation for relevant parties affected by the decision. If you are proud to tell relevant stakeholders your decision, it is probably ethical. If you are not proud to tell others your decision, or you keep justifying it, the decision may not be ethical.

REVIEW QUESTION ANSWERS

These questions are included in the test bank in the Review Questions (Concepts) section.

1. What are the Big Five dimensions of traits?

The Big Five dimensions of traits are (1) surgency, (2) agreeableness, (3) adjustment, (4) conscientiousness, and (5) openness to experience.

2. What is the primary use of personality profiles?

Personality profiles are used to identify stronger and weaker traits to aid in matching people to the jobs that best fit their personality strengths.

3. What are some of the traits that describe the high-energy trait?

Some of the traits that describe the high-energy trait include drive, stamina, tolerance of stress, enthusiasm, tolerance for frustration, and persistence.

4. Is locus of control important to leaders? Why?

Yes. Locus of control is important to leaders because those with internal locus of control believe that they control their fate and that their behavior directly affects their performance.

5. What does intelligence have to do with leadership?

Intelligence refers to cognitive ability to think critically, to solve problems, and to make decisions. It is the best predictor of job performance, and the manager's job calls for a high degree of intelligence.

6. Does sensitivity to others mean that the leader does what the followers want to do?

No. Sensitivity to others does not mean that the leader does what the followers want to do. It means that the leader has empathy and understands the followers' point of view. However, if the leader realizes that the followers are wrong, the leader does what is best for the organizational unit.

7. Does McClelland believe that power is good or bad? Why?

McClelland does not believe that power itself is good or bad. It is how it is used that is important. Personalized power is bad because it is used for personal gain at the expense of others. Socialized power is good because it is used to help oneself and others.

32 Instructor's Manual for Effective Leadership, 5e

8. Should a leader have a dominant need for achievement to be successful? Why or why not?

To be effective, leaders generally need to have a moderate need for achievement. People with a high need for achievement tend to seek individual achievement, and when they are not interested in being a leader, there is the chance for personalized power and derailment.

9. How do attitudes develop leadership styles?

Our attitude toward self and others influence our leadership style into four categories: (1) Theory Y attitudes with a positive self-concept, (2) Theory Y attitudes with a negative self-concept, (3) Theory X attitudes with a positive self-concept, and (4) Theory X attitudes with a negative self-concept.

10. Which personality traits are more closely related to ethical and unethical behavior?

Leaders with surgency (dominance) personality traits have two choices: to use power for personal benefit or to use socialized power. To gain power and to be conscientious with high achievement, some people will use unethical behavior; also, irresponsible people often do not perform to standard by cutting corners and other behavior which may be considered unethical. An agreeableness personality sensitive to others can lead to following the crowd in either ethical or unethical behavior; having a high self-concept tends to lead to doing what the person believes is right and not following the crowd's unethical behavior. Emotionally unstable people and those with external locus of control are more likely to use unethical behavior. People open to new experiences are often ethical. People with positive attitudes tend to be more ethical than those with negative or work attitudes about ethics.

11. Do people change their level of moral development based on the situation?

No. People generally stay at the same level of moral development but they use justification for unethical behavior in a given situation.

12. Why do people justify their unethical behavior?

People justify their unethical behavior to protect their self-concept, or to keep from having a guilty conscience or feeling remorse.

CRITICAL THINKING ANSWERS

Applications may also be used as class discussion questions or written assignments to develop communication skills. *These questions are included in the test bank in the Communication Skills (Skills) section.*

1. Would you predict that a person with a strong agreeableness personality dimension would be a successful computer programmer? Why or why not?

Probably not.

Strongly agreeable personality types are sociable and spend most of their time with people. A computer programmer would most likely spend much of his or her time working alone at the computer.

2. McGregor published Theory X and Theory Y over 30 years ago. Do we still have Theory X managers? Why?

Yes.

Answers will vary.

3. In text examples related to the Pygmalion effect, Lou Holtz calls for setting a higher standard. Have the standards in school, society, and work increased or decreased over the last five years?

Answers will vary.

4. Do you believe that if you use ethical behavior it will pay off in the long run?

Generally, the answer is yes.

5. Can ethics be taught and learned?

Answers will vary.

6. Which justification do you think is used most often?

Answers will vary.

7. As related to the simple guide to ethical behavior, how do you want to be led?

Answers will vary.

CASE ANSWERS

The Bill & Melinda Gates Foundation

1. What do you think Bill and Melinda Gates’s personality traits are for each of the Big Five dimensions? Compare the two.

Bill has the *surgency* dimension as he challenges others and influences them. Bill can be abrasive and is known as a demanding boss, which is lower on *agreeableness* traits. He seems to be well on *adjustment*. Bill is *conscientious*, as he is willing to work hard. He is certainly *open* to new experiences, as he consistently strives to have the latest software, and will focus more on the Foundation than Microsoft in 2008.

Melinda is strong in *surgency*, as she influences others through her work at the Foundation. Melinda is higher in *agreeableness* than Bill. She is high on *adjustment* and *conscientiousness*. She is certainly *open* to new experiences, as she travels the world to help solve its problems.

2. Which of the traits of effective leaders would you say have had the greatest impact on Bill and Melinda Gates’s success? Compare the two.

Although all nine traits have played a part in Bill Gates’s success, probably the most prevalent is *dominance*. Dominance is correlated with leadership, and Gates has led Microsoft to become the largest company in the world, and, in the process, has become one of the most powerful businesspeople in the world.

Intelligence has played a major part in Melinda Gates’s success. Her ability to think critically, help solve problems around the world, and act as Bill’s greatest business advisor and decision maker has been her biggest asset.

3. Which motivation would McClelland say was the major need driving Bill and Melinda Gates to continue to work so hard despite being worth many billions of dollars?

Primarily, their high need for *achievement* keeps them working so hard. The need for *power* is also a factor, as they both like to lead.

4. Do Bill and Melinda Gates have an LMP? Compare the two.

Based on the case information, Bill appears to have a high need for power and achievement, as does Melinda. However, Melinda has a higher need for affiliation than Bill.

5. What type of self-concept does Bill and Melinda Gates have, and how does it affect their success?

Bill and Melinda have a positive self-concept. Without a positive attitude and self-confidence trait, they would not be successful.

6. Is Bill Gates ethical in business at Microsoft? Which level of moral development is he on?

There is much room for interpreting Bill as ethical or unethical. Bill is not on the *conventional* level of moral development, as he is not too concerned about living up to others’ expectations. In trying to monopolize Internet software, some may say he is seeking his own self-interest (*preconventional*). Others may argue that he is seeking what he considers to be right and best for the consumer regardless of the law (*postconventional*).

Cumulative Case Question

7. Which leadership managerial role(s) played by Bill and Melinda Gates have an important part in the success of their foundation? (Chapter 1)

Bill and Melinda Gates perform all of the leadership managerial roles to some extent in helping make their Foundation a success.

They perform the *figurehead role* by dealing with legal, social, ceremonial, and symbolic activities. They perform *leader roles* as co-chairs actively involved in the management of the foundation. They perform the *liaison role* as they continually interact with the people and organizations that apply for grants from them.

They perform the *monitor, disseminator, and spokesperson roles* within and outside the foundation.

The four decisional roles are critical to the foundation’s success. They perform the *entrepreneurial role* as they seek new approaches to solving world problems. The Foundation performs the *disturbance-handler role* by

- 34 Instructor's Manual for Effective Leadership, 5e
taking corrective action to solve world problems. The *resource-allocator role* has been extremely prominent with the Foundation giving away grants worth billions of dollars. Bill and Melinda also perform the *negotiator role* with organizations as they team up to solve problems.

CASE EXERCISE AND ROLE-PLAY

Select a time and option for individual and/or group presentations. If class members are too critical, you may want to help defend the presenter; or if they don't challenge the presenter, you may want to play the role of Bill yourself.

VIDEO CASE ANSWERS

P.F. Chang's Serves Its Workers Well

- In what ways does P.F. Chang's create organizational commitment among its workers?**
Managers treat employees in a caring and respectful manner, give them the authority to make decisions, and hold them accountable for their performance. They also include workers in staff meetings and let them know exactly what is expected.
- How might a manager at P.F. Chang's use the Big Five personality factors to assess whether a candidate for a position on the wait staff would be suitable?**
For the most part, a person who is extraverted, agreeable, conscientious, stable, and open to experience would be a terrific wait-staff employee. However, if the person were shy around strangers, appeared moody, or had trouble accepting new ideas, he or she might be better suited to another type of position.

DEVELOPING YOUR LEADERSHIP SKILLS 1 IDEAS

Improving Attitudes and Personality Traits

Total Time (0–20 minutes)

This exercise can be assigned without spending any time in class going over it. However, plans can be improved through group discussion. To keep the exercise to 15 minutes, use groups of two and skip procedure 4.

Recommended approximate time for a 20-minute period:

8:00	Procedure 1	1 minute
8:01	Procedure 2	5 minutes
8:06	Procedure 3	5 minutes
8:11	Procedure 4	5 minutes
8:16	Conclusion	2 minutes
8:18	Apply It	2 minutes
8:20		

DEVELOPING YOUR LEADERSHIP SKILLS 2 IDEAS

Personality Perceptions

Total Time (20–30 minutes)

To keep the exercise to 20 minutes, use groups of two and skip procedure 5.

Recommended approximate time for a 30-minute period:

8:00	Procedure 1	2 minutes
8:02	Procedure 2	6 minutes
8:08	Procedure 3	6 minutes
8:14	Procedure 4	6 minutes

8:20	Procedure 5	6 minutes
8:26	Conclusion	2 minutes
8:28	Apply It	2 minutes
8:30		

Testing on Skill-Development Exercise 2

Rather than write examples of personality types, I suggest using Work Application 3-7 as a skill-development question, or this Work Application which puts WA 3-7 together in one question.

WORK APPLICATION –Note in textbook

Select a present or past manager, and describe his or her personality profile using each of the Big Five dimensions. After rating each dimension as strong, moderate, or weak, give an example of traits and typical behavior of the manager for each dimension. Which dimensions are strongest and weakest?

There is no one correct answer. Grade based on if the student listed each of the Big Five dimensions and if the traits and behavior listed for each dimension are correct.

DEVELOPING YOUR LEADERSHIP SKILLS 3 IDEAS

Ethics and Whistleblowing

Total Time (0–30 minutes)

Much of the learning for this exercise takes place in the out-of-class preparation, but it is reinforced in class. Select a total amount of class time you want to spend on the exercise. Times will vary with the size of your class and the amount of discussion.

Recommended approximate time for a 30-minute period:

8:00	Procedure 1	8 minutes
8:08	Procedure 2	18 minutes
8:26	Conclusion	2 minutes
8:28	Apply It	2 minutes
8:30		

Note: You may want to focus your discussion on whether or not students/employees should blow the whistle. Are some unethical behaviors ever enough to warrant whistleblowing and others not? If so, which ones should you blow the whistle about and which shouldn't you?

You may also want to remind students that they do not have to reveal their ethics score.

CONCEPT APPLICATION ANSWERS

There are similar questions in the test bank in the application section.

AC 1—Big Five Personality Dimensions

- a 1. Surgency. The leader is using shy, introverted behavior.
- b 2. Agreeableness. The leader is attempting to get along with others, sociability/sensitivity.
- a 3. Surgency. The leader is using dominant behavior.
- d 4. Conscientiousness. The sales representative is displaying dependable behavior.
- b 5. Agreeableness. The leader is being friendly and sociable traits of emotional intelligence.
- e 6. Openness to experience. The leader is flexibly willing to try new things.
- c 7. Adjustment. The follower is being emotionally unstable, while the leader is emotionally stable.



36 Instructor's Manual for Effective Leadership, 5e

AC 2—Personality Traits of Effective Leaders

- j 8. Flexibility. The leader can change styles in giving assignments.
- k 9. Intelligence. The leader is solving a problem.
- g 10. Self-confidence. Nervousness is a characteristic showing lack of self-confidence.
- f 11. Stability. Changing one's mind shows instability.
- d 12. Social/sensitivity to others. The leader is showing an interest and concern about the follower's complaint.
- c 13. High energy/determination. The leader is not giving up and accepting setbacks.
- l 14. Internal locus of control. The leader is displaying an external locus of control.
- f 15. Integrity. The leader is being deceptive rather than truthful.

AC 3—Achievement Motivation Theory

- a 16. Achievement. Working hard is a trait of people with a high need for achievement. By meeting the deadline, the person will get the feeling of accomplishment, and the prediction would be a successful completion on time.
- b 17. Power. The person is refusing to take a power position, indicating a weak need for power. The person has a low need for power, thus is meeting the need by avoiding it. If forced to be the spokesperson, the performance would be predicted to be lower than for a person who wants to be the leader.
- c 18. Affiliation. The person is concerned about relationship. The person is attempting to meet the need for affiliation by restoring a personal relationship. The prediction is that the two will resolve the conflict successfully.
- c 19. Affiliation. The person is showing a low need for affiliation. Because the need for affiliation is low, the person does not need to resolve the conflict. The predicted behavior would be to wait for the other person to make the first move. Thus, the prediction for successful performance of resolving the conflict is dependent on the other person.
- b 20. Power. The person is attempting to become a leader for the group. Getting the leadership role will be the person's need for power, and being an accounting major, success would be predicted. If the person does not get the leadership role, the need for power will be frustrated.

AC 4—Justifying Unethical Behavior

- e 21. Disregard or distortion of consequences. The company will never miss it is like saying we will not get caught, it's no big deal.
- b 22. Displacement of responsibility. Instead of saying shredding the documents is wrong, the justification is that the boss told me to do it.
- g 23. Euphemistic labeling. Having an *affair* sounds romantic, but committing *adultery* sounds wrong.
- a 24. Moral justification. Killing the boys is generally considered unethical, but it is justified because it is for the higher purpose of saving soldiers lives, or good of winning the war.
- d 25. Advantageous comparison. Rather than admitting taking the ice cream is wrong, the employee is comparing to show worst behavior of others to justify stealing.
- c 26. Diffusion of responsibility. We all take soda is a justification for stealing.
- f 27. Attribution of blame. Rather than admit swearing is wrong, it is justified as a self-defense.