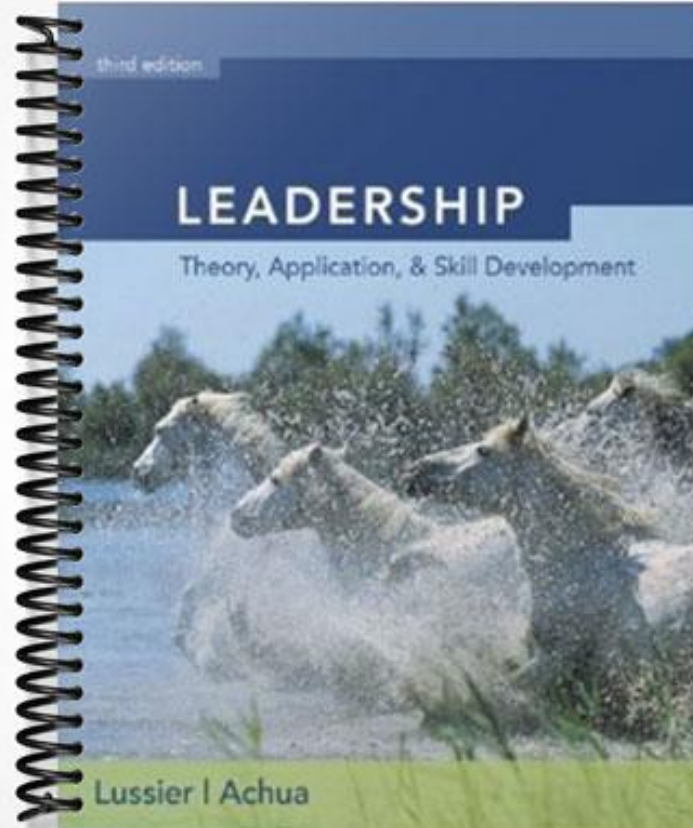


SOLUTIONS MANUAL



CHAPTER 2

LEADERSHIP TRAITS AND ETHICS

Chapter Outline

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- F. Being and Ethical Leader

CHANGES FROM THE 2/E

- As in all chapters, references have been updated, the opening case has either been updated or is completely new and now includes questions that are answered within the chapter, a new InfoTrac feature has been added to the opening case, and a new boxed item—Ethical Dilemma—has been added.
- The “Emotional Intelligence” subsection has been rewritten and expanded to include a more in-depth discussion of the four components of EQ.
- Four new key terms—relationship management, self-awareness, self-management, and social awareness—have been added.
- The “Ethical Leadership” section has been expanded and now includes an updated Self-Assessment 6, an explanation of the Sarbanes-Oxley Act of 2002, and a new subsection—“Being an Ethical Leader.”
- The end-of-chapter case has been updated.

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

Substantial progress in the development of personality theory and traits has been made since the early 1980s.

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

Learning Outcome (LO) 1. List the benefits of classifying personality traits.

Classifying personality traits helps to explain and predict behavior and job performance.

Traits are distinguishing personal characteristics. Personality is a combination of traits that classifies an individual's behavior. Understanding people's personalities is important because personality affects behavior as well as perceptions and attitudes. Knowing personalities helps you to explain and predict others' behavior and job performance.

Personality is developed based on genetics and environmental factors. The Big Five Model of Personality traits is the most widely accepted way to classify personalities.

B. The Big Five Model of Personality

LO 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.

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

1. Surgency

The *surgency personality dimension* includes leadership and extraversion traits.

2. Agreeableness

The *agreeableness personality dimension* includes traits related to getting along with people.

3. Adjustment

The *adjustment personality dimension* includes traits related to emotional stability.

4. Conscientiousness

The *conscientiousness personality dimension* includes traits related to achievement.

5. Openness to Experience

The *openness-to-experience personality dimension* includes traits related to being willing to change and try new things.

C. Personality Profiles

Personality profiles identify individual stronger and weaker traits.

Personality profiles are used to categorize people as a means of predicting job success.

The Big Five has universal application across cultures. Studies have shown that people from Asian, Western European, Middle Eastern, Eastern European, and North and South American cultures seem to use the same five personality dimensions. However, some cultures do place varying importance on different personality dimensions. Overall, the best predictor of job success on a global base is the conscientiousness dimension.

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?

APPLYING THE CONCEPT

AC 1—Personality Dimensions

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

D. 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.

II. TRAITS OF EFFECTIVE LEADERS

LO 3. 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.

Researchers who were not concerned with personality or a system of categorizing traits wanted to identify a list of traits that effective leaders have. There appear to be some traits that consistently differentiate leaders from others, so trait theory does have some claim to universality. For the theory to be truly universal, all leaders would have to have all the same traits. However, again you should realize that there is no one list of traits accepted by all researchers, and that not all effective leaders have all these traits.

A. Dominance**LO 4. Discuss why the trait of dominance is so important for managers to have.**

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

Dominance, we called it leadership, is one of the two major traits of the *surgency* Big Five section. The dominance trait affects all the other traits related to effective leaders.

B. High Energy

High energy is best categorized as the *conscientious* dimension of the Big Five.

C. Self-Confidence

Self-confidence, on a continuum from strong or weak, indicates whether you are self-assured in your judgments, decision-making, ideas, and capabilities.

Self-confidence influences individual goals, efforts, and task persistence. Self-confidence is positively related to effectiveness and is a predictor of advancement to higher levels of management.

Self-confidence is best categorized as the *conscientiousness* Big Five dimension, because people who are dependable often have high self-confidence and high energy. People with strong *self-confidence* also often, but not always, have strong *adjustment* traits.

D. Locus of Control

Locus of control is a continuum between external and internal belief in control over one's destiny. Externalizers believe that they have no control over their fate and that their behavior has little to do with their performance. Internalizers tend to be future oriented, setting objectives and developing plans to accomplish them. The Big Five category is the *openness-to-experience* dimension.

WORK APPLICATION 3

Select a present or past manager. For that person, decide which of the following traits is or was strongest and weakest: dominance, high energy, self-confidence, internal locus of control, and stability. Explain your answers.

E. Stability

Stability, the *adjustment* Big Five dimension, is associated with managerial effectiveness and advancement.

F. Integrity

Integrity refers to behavior that is honest and ethical, making a person trustworthy. Many believe that integrity is the most important asset you can possess.

The ability to influence is based on integrity. Integrity is categorized as the Big Five dimension of *conscientiousness*.

ETHICAL DILEMMA 1**Downsizing and Part-Time Workers**

Answers will vary based on opinion.

G. Intelligence

Leaders generally have above average intelligence. *Intelligence* refers to cognitive ability to think critically, to solve problems, and make decisions.

Intelligence has been categorized with the Big Five *openness-to-experience* dimension.

1. Emotional Intelligence

EQ is the ability to get along well with people. EQ is clearly related to the Big Five personality dimension of *adjustment*.

There are four components of EQ:

1. ***Self-awareness*** relates to being conscious of your emotions and how they affect your personal and professional life.
2. ***Social awareness*** relates to the ability to understand others.
3. ***Self-management*** relates to the ability to control disruptive emotions.
4. ***Relationship management*** relates to their ability to work well with others.

H. Flexibility

Flexibility refers to the ability to adjust to different situations. Flexibility is categorized with the Big Five *openness-to-experience* dimension.

I. Sensitivity to Others

Sensitivity to others refers to understanding group members as individuals, what their position on issues are, and how best to communicate with and influence them.

Sensitivity to others is categorized as the Big Five dimension of *agreeableness*.

WORK APPLICATION 4

Select a present or past manager. For that person, decide which of the following traits is or was strongest and weakest: integrity, intelligence, flexibility, and sensitivity to others. Explain your answers.

APPLYING THE CONCEPT

AC 2—Personality Traits of Effective Leaders

The answers to the 8 AC 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.

A. Achievement Motivation Theory

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

Achievement Motivation and Leader 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 one'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 *urgency*.

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 sensitivity to others trait. High n Aff is categorized as the Big Five dimension of *agreeableness*.

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 5

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 motive profile. The **Leader Motive Profile** 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.

APPLYING THE CONCEPT**AC 3—Achievement Motivation Theory**

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

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*.

4. Affiliation

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

The Leader Motive Profile is included in the definition of leadership. Our definition of leadership includes the five key elements of leadership (Exhibit 1-1) in the LMP. Our definition of leadership includes *influencing* and *leaders-followers* (power) and getting along with *people* (social power). It also includes *organizational objectives* (which achievers set and accomplish well) and *change* (which achievers are open to).

WORK APPLICATION 6

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.

Note: You may want to spend time going over Exhibit 2-4 (copy below) because it puts together the Big Five Model of Personality, the nine traits of effective leaders, and Achievement Motivation Theory and LMP.

The Big Five Model of Personality	Nine Traits of Effective Leaders	Achievement Motivation Theory and LMP
Surgency	Dominance	Need for power
Agreeableness	Sensitivity to others	Need for affiliation
Adjustment	Stability	Socialized power (LMP)
Conscientiousness	High energy Self-confidence Integrity	Need for achievement
Openness to experience	Internal locus of control Intelligence Flexibility	No separate need, included within other needs

IV. LEADERSHIP ATTITUDES

Attitudes are positive or negative feelings about people, things, and issues.

Optimism is a good predictor of job performance. People with positive, optimistic attitudes generally have a well-adjusted personality profile, and successful leaders have positive, optimistic attitudes.

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 themselves. Self-concept is also different because it focuses on how the leader's attitude about themselves affects his or her behavior and performance.

Theory X and Theory Y attempt to explain and predict leadership behavior and performance based on their 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' attitudes and expectations of followers, and their treatment of them, explain and predict followers' behavior and performance.

WORK APPLICATION 7

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

Following are some ideas to help you change your attitudes and develop a more positive self-concept:

1. Consciously try to have and maintain a positive optimistic attitude.
2. Realize that there are few, if any, benefits to negative pessimistic attitudes about others and yourself.
3. Cultivate optimistic thoughts.
4. If you catch yourself complaining or being negative in any way, stop and change to a positive attitude.
5. Avoid negative people, especially any who make you feel negative about yourself.
6. Set and achieve goals.
7. Focus on your success; don't dwell on failure.
8. Accept compliments.
9. Don't belittle accomplishments or compare yourself to others.
10. Think for yourself.
11. Be a positive role model. If the leader has a positive attitude, followers usually do too.
12. When things go wrong and you're feeling down, do something to help someone who is worse off than you.

WORK APPLICATION 8

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 themselves 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 2-5 (copy below) to understand how attitudes towards 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 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.

Ethical behavior goes beyond legal requirements and the difference between ethical and unethical behavior is not always clear because there is no set of rational, consistent moral principles within one country, and the problem becomes much worse on a global scale. What is considered unethical in some countries is considered ethical in others.

A. Does Ethical Behavior Pay?

Generally, the answer is yes. Research studies have reported a positive relationship between ethical behavior and leadership effectiveness.

B. How Personality Traits and Attitudes, Moral Development, and the Situation Affect Ethical Behavior

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.

1. Personality Traits and Attitudes

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

2. Moral Development

Moral development refers to understanding of right and wrong behavior 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. 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 9

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

3. The Situation

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

C. How People Justify Unethical Behavior

Several thinking processes are used to justify unethical behavior:

- *Moral justification* is the process of reinterpreting immoral behavior in terms of a higher purpose.
- *Displacement 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 10

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

ETHICAL DILEMMA 2

Sex and Violence

Answers will vary based on opinion.

D. Simple 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 good will 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.

E. Stakeholder Approach to Ethics

Generally, the answer is yes. Research studies have reported a positive relationship between ethical behavior and leadership effectiveness.

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 rationalizing it, the decision may not be ethical.

F. Being an Ethical Leader

Why is ethics such a problem today? Here are a few reasons:

- A root cause of the problem is that greed tends to overtake ethics, through looking out only for one’s own self-interest, often at the expense of others.
- Some people have lost touch with basic ethical values.
- When it comes to ethics, most people are followers, not leaders.

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

Here are a few ways you can find courage to do the right thing:

- Focus on a higher purpose.
- Draw strength from others.
- Take risk without fear of failure.
- Use your frustration and anger for good.

LEARNING OUTCOMES AND ANSWERS

The chapter summary is organized to answer the nine 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 learning outcomes are included in the test bank in the concepts section.

1. List the benefits of classifying personality traits.

Classifying personality traits helps to explain and predict behavior and job performance.

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. 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.

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

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

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

Achievement Motivation and Leader 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.

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 themselves. Self-concept is also different because it focuses on how the leader's attitude about themselves affects his or her behavior and performance.

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 themselves 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.

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.

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.

REVIEW AND DISCUSSION QUESTION ANSWERS

Applications may also be used as discussion questions.

These review and discussion questions are included in the test bank in the concepts section.

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

Probably not because this person has a strong need to work with people. A computer programmer spends much time working alone at the computer.

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, tolerance of stress, enthusiasm, persistence, and initiative, conscientious.

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 they have control over their destiny and therefore outperform those with external locus of control.

5. What does intelligence have to do with leadership?

Leaders are responsible for organizational performance. Problem solving and decision making, which is based on intelligence, is an important part of leadership.

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

No, sensitivity does not mean that the leader does what the followers want to do. It means that the leader has empathy, 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 benefit the individual and organization.

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

No, a leader should have a dominant need for power, which is socialized. A dominant need for achievement is often associated with individual achievement, which can lead to the use of personalized power.

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

Yes, we still have Theory X managers. There is no one correct answer as to why; it's an opinion question for discussion purposes.

10. 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?

This is meant to be a discussion question with no clearly agreed answers. However, students could do research to support their views. What is your opinion?

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

The book says it will, but do students agree?

12. Can ethics be taught and learned?

This question is debated in the literature. You can have students back up their answers with research or simply discuss it based on beliefs.

13. 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.

14. 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.

15. Why do people justify their unethical behavior?

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

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

Answers will vary. There is no correct answer; the question is for discussion purposes.

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

Answers will vary. There is no correct answer; the question is for discussion purposes.

APPLYING THE CONCEPT ANSWERS

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

AC 1—Personality Dimensions

- a 1. Surgency. The leader is using dominance behavior.
- d 2. Conscientiousness. This is dependable behavior.
- b 3. Agreeableness. The leader is being sociable.
- e 4. Openness to experience. The leader is seeking change.
- c 5. Adjustment. The follower is being unstable, while the leader is stable.
- a 6. Surgency. The leader is using shy introverted behavior.
- b 7. Agreeableness. The leader is attempting to get along with others. This can be a weakness in leaders if they allow followers to implement less effective methods than that of their own.

AC 2—Effective Leadership Traits

- g 8. Intelligence. This is problem solving.
- c 9. Self-confident. Nervousness is a characteristic showing lack of self-confidence.
- e 10. Stability. Changing one's mind shows instability.
- i 11. Sensitivity to others. The leader is showing empathy.
- b 12. High energy. The leader is not giving up and accepting setbacks.
- d 13. Internal locus of control. The leader is displaying an external locus of control.
- f 14. Integrity. The leader is being deceptive rather than truthful.
- h 15. Flexibility. The leader can change styles in giving assignments.

AC 3—Achievement Motivation Theory

- b 16. 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 17. Affiliation. The person is concerned about relationship. The behavior of 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.
- a 18. Achievement. Working hard is a trait of people with n Ach. By meeting the deadline, the person will get the feeling of accomplishment, and the prediction would be a successful completion on time.
- b 19. 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.
- c 20. 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.

CASE ANSWERS

Bill Gates—Microsoft

- 1. What do you think Bill Gates's personality traits are for each of the Big Five dimensions?**
Bill has the *urgency* dimension as he challenges others and influences them. Bill likes to challenge others, 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 is not only seeking opportunities with computers, but "all" devices.
- 2. Which of the nine traits of effective leaders would you say has had the greatest impact on Bill Gates' success?**
This is meant to be a discussion question, which could be debatable. However, the author would select dominance or high energy, which illustrate Bill's strong need for leadership and achievement.
- 3. Which motivation would McClelland say was the major need driving Bill Gates to continue to work so hard despite being worth several billions of dollars?**
This could be debated, but I'd say it's primarily his high need for achievement that keeps him working so hard. The need for power is also a factor; although he has cut back managing, he is still the boss and works long hard hours.
- 4. Does Bill Gates have an LMP?**
Based on the case information, Bill does appear to have a high need for power and achievement, with a lower need for affiliation.
- 5. What type of self-concept does Bill Gates have and how does it affect his business success?**
Bill has a positive self-concept. Without a positive optimistic attitude towards himself, Bill would not be successful.
- 6. Is Bill Gates ethical in business? Which level of moral development is he on?**
There is much room for interpreting Bill as ethical or unethical. Bill is not too concerned about living up to others' expectations, or he is not on the conventional level. 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 Questions

7. Which leadership managerial role(s) played by Bill Gates had an important part in the success of Microsoft? (Chapter 1)

The decisional role of entrepreneur is what got Microsoft started and continued improvements keep it ahead of the competition. Bill is now giving the entrepreneur role his primary focus, as he has CEO Steve Ballmer taking care of many of the other roles so that he is not distracted too much from development. The interpersonal leader role is also important to business success, and as just stated, Bill handed much of this role over to Steve.

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

The Timberland Company: Ethics and Social Responsibility (10 minutes)

The critical thinking questions are covered in the video. You may elect to pause/stop the video and ask the students if they can identify answers to the critical thinking questions, let the video run so students are simply given the questions and answers on film, and you may lead a class discussion following the video.

1. Identify one of the community service programs sponsored by Timberland, and explain why company leaders consider it important.

The video highlights Timberland's Serv-A-Palooza, one of many outreach programs designed to get employees and volunteers working together to upgrade local communities through service projects. Also, the company's Path of Service program gives Timberland employees 40 hours of paid time per year for volunteer work in the community. The company's public service projects typically benefit local schools, parks, camps, community centers and social service organizations that currently lack the human resources or capital needed to complete such necessary projects. Timberland's community projects impact a wide variety of causes including education, youth recreation, and the environment. Timberland's leaders are striving to build something more permanent than just high-quality footwear and clothing. They seek to make the world a better, safer place to live and work—one person and one community at a time.

2. How do Timberland's social responsibility efforts and high ethical standards benefit the company?

Organizations benefit from having a good reputation in the eyes of consumers, and Timberland's community outreach efforts help enhance that reputation and generate goodwill. Furthermore, Timberland's social responsibility programs and ethical standards attract certain types of employees that have a passion for company causes such as protecting the environment. Such employees tend to be happier at work and more productive. The attractiveness of Timberland's higher social consciousness and broad approach to stakeholder satisfaction is reflected in the fact that the company appears in *Fortune* magazine's list of best companies to work for year after year. Timberland also believes its community efforts increase sales, build marketing relationships, and enhance research and development, resulting in increased value for all stakeholders.

SKILL-DEVELOPMENT EXERCISE 1 IDEAS

Improving Attitudes and Personality Traits

Total Time (0–20 minutes)

This exercise can be assigned without spending any in-class time 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. If your students need more time than 5 minutes, you can extend the time. After 5 minutes of procedure 2, ask if the class needs more time and give it to them if they do.

Recommended approximate time for a 20-minute period:

8:00	Procedure 1	2 minutes
8:02	Procedure 2	5 minutes
8:07	Procedure 3	5 minutes
8:12	Procedure 4	5 minutes
8:17	Conclusion	2 minutes
8:19	Apply It	1 minute
8:20		

Testing on Skill-Development Exercise 1

Because of the difficulty of measuring if someone has improved their attitudes and personality traits by pencil and paper, there are no test questions on this topic.

SKILL-DEVELOPMENT EXERCISE 2 IDEAS

Personality Perceptions

Total Time (15–30 minutes)

To keep the exercise to 20 minutes, use groups of two and skip procedure 5. If your students need more time than 5 minutes, you can extend the time. After 5 minutes of procedure 3, ask if the class needs more time and give it to them if they do.

Recommended approximate time for a 25-minute period:

8:00	Procedure 1	3 minutes
8:03	Procedure 2	5 minutes
8:08	Procedure 3	5 minutes
8:13	Procedure 4	5 minutes
8:18	Procedure 5	5 minutes
8:23	Conclusion	1 minute
8:24	Apply It	1 minute
8:25		

Testing on Skill-Development Exercise 2

Rather than write examples of personality types, I suggest using Work Application 1 as a skill-development question.

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?

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.

SKILL-DEVELOPMENT EXERCISE 3 IDEASImproving Attitudes and Personality Traits

Total Time (0–30 minutes)

Select a total amount of class time you want to spend on the exercise. Much of the learning takes place in the out-of-class preparation, but it is reinforced in-class. Based on the amount of time you want to spend, select options. For example, if you only want to spend 10 minutes, just do Procedure 1 and skip Procedure 2, making quick concluding remarks. Times will vary with the size of your class and the amount of discussion.

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 whistle-blowing and others not? If so, which ones should you blow the whistle about and which shouldn't you?

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