

SOLUTIONS MANUAL



Management
A focus on **Leaders**



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McKee Chapter 2:

LEADERSHIP IMPERATIVE

CHAPTER 2 LEARNING OUTCOMES

After completing this chapter, students should be able to:

- Define leadership behavior
- Describe why it is important that everyone practice leadership behavior
- Explain how leadership is a learned skill/competency
- Explain what it means to be an effective leader
- Explain what it means to be an influential leader
- Explain what it means to be a responsible leader
- Define power and its different forms
- Explain how emotional and social intelligence contributes to leadership success
- Describe the various competencies relevant to leadership and management
- Describe the various emotional and social intelligence competency models
- Define the term empowerment and theories X, Y, Z
- Explain the leadership development implications of Blake and Mouton's Leadership Grid
- Contrast the leader-behavior and contingency approaches to leadership research
- Explain the link between leadership style and personality according to Fiedler
- Explain Fiedler's contingency thinking on matching leadership style and situation
- Identify the four leadership styles in the Hersey-Blanchard situational model
- Explain House's path-goal theory

- Define ethics and values and discuss them as a foundation for moral leadership
- Differentiate between transformational leadership and transactional leadership
- Describe Human Resources' role in supporting excellent and ethical leadership

CHAPTER 2 SUMMARY

Exceptional leadership is at the core of any successful organization. As such, the leading function is the key component of effective management. Chapter 2 focuses on what good leadership is actually about, as well as the various theories of leadership, including resonant leadership. It begins by exploring the nature of leadership, in general, and effective leadership, in particular.

Next, we will examine the importance of competencies, what they are, and how they break down into their various components. From here, we will begin to explore the critical role that social and emotional competencies play in developing highly functional resonant leaders. Next we will look at the roles that different types of power play in the leadership process, such as legitimate, referent, expert, and coercive power. In addition, we also focus on the importance of empowerment and empowering organizations in today's leading edge management environments and what its implications are in relation to McGregor's Theories X, Y, and Z.

The chapter next explores how effective, influential, and responsible leadership can be demonstrated. The chapter continues with a discussion of ethics – individual, professional, social, and organizational – ethical behavior, and values that are the foundation of moral leadership. Ethical dilemmas – and how to recognize them – and how best to deal with them when they present themselves is examined. We then explore trait, behavioral, and contingency approaches to leadership. Under the contingency approach, particular attention is devoted to the managerial implications of Fiedler's contingency model, House's path-goal theory, and the Hersey-Blanchard situational leadership model.

Finally, the chapter focuses on the difference between transactional and transformational leadership; wrapping up with human resources' role in supporting ethical and effective leadership.

CHAPTER 2 LECTURE OUTLINE

Teaching Objective: To provide students with a solid understanding of leadership and its importance to management. To accomplish this, the concepts of emotional and social intelligence, ethics and values, power and its various forms, and the different styles and types of leadership are explored.

- A. Leadership: Whose Responsibility Is It?
 1. Everyone is accountable for responsible use of power, skills application, and

staying true to one's ethics and values

2. Leadership is learned -leaders are not born—they are made

- a. We learn through our experiences
- b. Studying how to manage power and influence
- c. Studying how to improve our leadership skills
- d. Studying how to attend to our values

B. What Is the Secret to *Effective* Leadership

1. We all must master **competencies** related to emotional and social intelligence

- a. **Competencies** – capabilities or abilities that include both intent and action that can be directly linked to how well a person performs on a task or in a job
- b. **Emotional and social intelligence** – abilities linked to self-awareness, self-management, social awareness, and relationship management.

2. **Motives, knowledge, and skills**

- a. **Motives** – needs or drives that fuel action
- b. **Knowledge** – information that a person has at his or her disposal
- c. **Skills** – learned abilities that are needed to perform tasks

3. **Technical, cognitive, and relational competencies** – competencies that are directly linked to effective management and leadership fall into 3 categories

- a. **Technical competencies** – proficiency in the use of tools and processes related to a specialized field
- b. **Cognitive competencies** – the ability to see the “big picture” in systems such as groups and organizations, as well as the ability to analyze complex situations and to understand how the all things and people relate to one another
- c. **Relational competencies** – referred to as “people skills,” they include self-awareness, self-management, empathy, and inspirational leadership to name a few

4. **Threshold and differentiating competencies** –

- a. **Threshold competencies** – basic competencies necessary to do a job
- b. **Differentiating competencies** – competencies that support outstanding performance

5. **Competency models** – a set of competencies directly related to success in a job that are grouped into job-relevant categories

6. **Comprehensive Management Competency Model** – Boyatzis model identifying 19 competencies, grouped into 5 clusters, gleaned from 2000 interviews with managers.

- a. **Action skills**
- b. **Leadership skills**
- c. **Directing skills**
- d. **Managing skills**
- e. **Focus on others**

7. **Social and Emotional Competencies**

- a. **Social and emotional competencies** – competencies linked to self-awareness, self-management, social awareness, and relationship

management that enable people to understand and manage emotions in social interactions

C. What Is the Secret to *Influential* Leadership?

1. **Power** – influence over or through others

- a. **Legitimate power** – the ability to influence others by right of one's position in an organization, the office held, or formal authority
- b. **Reward Power** – the ability to influence others by giving or withholding rewards such as pay, promotions, time off, attractive projects, learning experiences, and the like.
- c. **Coercive power** – the attempt to influence others through punishment
- d. **Expert power** – the ability to influence others through a combination of special knowledge and/or skills
- e. **Referent power** – power that comes from personal characteristics that people value and want to emulate and that cause people to feel respect or admiration.

2. **Empowerment** – trusting employees to make decisions and to take responsibility for their decisions and actions

- a. **Empowered employees** – empowered employees have a say in how things get done—they have a voice at work, and they use it
- b. **Empowering organizations** – have systems and processes that encourage employee involvement, such as suggestion programs, ethics hotlines, or quality circles (structured groups that examine and improve work processes)
- c. **Micromanagement** is the practice of over-controlling others and their work, as well as paying far too much attention to details and how employees do their work

3. **Empowerment and Theories X, Y, Z**

- a. **Theory X** – a belief system that holds that the average employee is inclined to be lazy, without ambition, and irresponsible
- b. **Theory Y** – a belief system that holds that workers are inherently ambitious, responsible, and industrious, and that they will work hard to help an organization reach its goals
- c. **Theory Z** – a belief system that characterizes Z organizations as those that offer lifetime job security and have high levels of organization-specific experiential learning

D. What Is the Secret to *Responsible* Leadership?

1. **The secret to great management and leadership is ethics**

- a. **Ethics** – a set of values and principles that guide the behavior of an individual or a group
- b. **Ethical code** – a system of principles governing morality and acceptable conduct.
- c. **Values** – Ideas that a person or a group believe to be right or wrong, good or bad, attractive or undesirable
- d. **Terminal values** – what we desire for ourselves and others in life, such as freedom, wisdom, love, equality, a world at peace

e. **Instrumental values** – preferred behaviors or ways of achieving our terminal values

2. Levels of ethics

a. **Individual ethics** – A personal code of conduct when dealing with others

b. **Professional ethics** – Standards that outline appropriate conduct in a given profession.

c. **Organizational ethics** – The values and principles that an organization has chosen that organization and/or what stakeholders expect of the organization

d. **Societal ethics** – Principles and standards that guide members of society in day-to-day behavior with one another

3. Business ethics

a. **Stakeholders** – Any organization, group, or person either internal or external to the company who has a stake in the company's success or failure.

b. **Sarbanes-Oxley Act** – established new legal standards and improved on existing ones for all U.S. public company boards, management, and public accounting firms

c. **International Anticorruption and Good Governance Act of 2000** – to ensure that United States assistance programs promote good governance by assisting other countries to combat corruption throughout society and to improve transparency and accountability at all levels of government and throughout the private sector.

d. **Ethical dilemmas** – situations in which values conflict, outcomes are unclear, or when two or more choices have conflicting ethical implications

e. **Rationalizing unethical behavior** – People typically use any one of many reasons to justify unethical behavior – “everyone's doing it,” “I won't get caught,” “It's for the good of the organization,” “ etc.

E. How Do Theories and Models Explain Management and Leadership?

1. Trait theories of leadership – models that attempt to explain leadership effectiveness by articulation of physical, psychological, and social characteristics, as well as abilities, knowledge, and expertise

a. **Traits** – Enduring and distinguishing personal characteristics that may be inherited, learned, or developed

2. Behavior models and approaches to leadership – studied the actual behaviors leaders engaged in when guiding and influencing others

3. Ohio State Studies: Consideration and Initiating Structure – discovered two major dimensions of leadership as a result of interviews

a. **Consideration structure**– people-oriented behaviors such as respect, openness to employees' ideas and feelings, and concern for employees' well-being.

b. **Initiating structure** – behaviors related to task and goal orientation such as giving clear directions, monitoring employees' performance, planning

and setting work schedules and deadlines, and the like.

4. **University of Michigan Studies: Production- and Employee-Oriented Behavior** – studied the behavior of effective supervisors; identified two dimensions of behavior
 - a. **Production-oriented behavior** – focuses on efficiency, costs, adhering to schedules, and meeting deadlines
 - b. **Employee-oriented behavior** – behavior approach that is supportive of employees, emphasized relationships, and focused on engaging employees through setting and assisting in the attainment of high-performance goals.
5. **Leadership Grid** – managerial behaviors could be plotted along horizontal and vertical axes measuring concern for people and concern for production, and then grouped into management or leadership styles.
6. **Contingency approaches to leadership** – models and theories of leadership that take into account leader behavior and various aspects of the organizational situation and/or characteristics of followers
7. **Fiedler's Contingency Theory** – asserts that leadership effectiveness is dependent on the characteristics of the leader and the characteristics of the situation
 - a. **Leader style** – behavior focused on task or relationship oriented approach to leading
 - b. **Task oriented** – leaders who focus on accomplishments and seek to ensure that employees perform well on the job
 - c. **Relationship oriented** – leaders who emphasize good relationships and being liked by employees
 - d. **Situational factors** – three situational variables that could impact the leader's effectiveness
 - e. **Leader-member relations** – the degree to which employees respect, trust, and have confidence in and are loyal to their leader
 - f. **Task structure** – the degree to which tasks are clearly structured and supported by procedures
 - g. **Position power** – how much formal authority a leader has with respect to employees, and the extent to which he or she is authorized to hire, fire, affect pay, and the like
8. **Situational leadership theory** – contingency model that links four identified leader styles with followers' readiness for tasks.
 - a. **Readiness** – extent to which employees are capable, confident, and willing to complete an assigned task or perform well on the job.
 - b. **Telling style** – appropriate when followers are unable, unwilling, or insecure—they need clear direction, close supervision, and guidance
 - c. **Selling style** – appropriate when employees are unable to complete tasks, but they are willing and/or confident.
 - d. **Participating style** – can be used when employees are able, but unwilling or insecure

- e. **Delegating style** – can be used when employees are able, willing, or confident
 - 9. **Path-Goal theory of leadership** – a contingency approach to leadership stating that the leader is responsible for motivating employees to attain goals
 - a. effective leaders boost employee motivation (and presumably effectiveness) by illuminating the path toward organizational and personal goals and linking rewards to goal attainment.
 - 10. **Leader substitute models** – states that certain characteristics of people or of the situation can make direct leadership unnecessary
- F. Is It Time to Take a Stand for Transformational Leadership?
- 1. **transformational leaders** – people who have social and emotional intelligence and who can inspire people to seek an extraordinary vision
 - 2. **transactional leaders** – traditional approach to management in which leaders see their, and their followers behavior as an instrumental exchange
 - 3. **Charisma** – charismatic leaders are self-confident without being arrogant, honest in all their dealings with their employees, they communicate clearly, and they exhibit the following attributes:
 - a. Vision and articulation
 - b. Sensitivity to the environment
 - c. Sensitivity to people’s needs
 - d. Personal risk taking
 - e. Unconventional behavior
- G. What Is HR’s Role in Supporting Excellent and Ethical Leadership?
- 1. **The HR cycle** – areas of technical expertise that HR manages in support of the organization.
 - a. Recruiting
 - b. Labor Relations
 - c. Development and Training
 - d. Compensation and Benefits
 - e. Performance management
 - f. Strategic support
 - g. Organizational design
 - h. Workforce management
 - 2. **Ethical Leadership Development** – programs designed to clarify the organization’s code of ethics and reinforce the importance of professional ethics, as well as to embed ethical leadership in all levels of the organization.
 - 3. **Whistle-blower protection** – organizational or legal protection for employees who expose illegal and/or unethical practices within their companies to either their employers or to outside organizations and authorities
- H. What Can You Do to Become a Great Leader?
- 1. **Self-aware leaders are authentic and inspire trust,**
 - a. **Authenticity** – the genuine presentation of one’s thoughts, feelings, and beliefs
 - b. **Trust** – expectation by employees that a leader will act in an ethically justifiable manner, will have their best interests at heart, and will strive

to achieve the organization's goals

2. Inspirational leaders – integrity, courage, and ethical

Videos:

Seth Godin - The Tribes We lead

“Seth Godin argues the Internet has ended mass marketing and revived a human social unit from the distant past: tribes. Founded on shared ideas and values, tribes give ordinary people the power to lead and make big change. He urges us to do so.”

http://www.ted.com/talks/seth_godin_on_the_tribes_we_lead.html

David Logan and Tribal Leadership:

“David Logan talks about the five kinds of tribes that humans naturally form -- in schools, workplaces, even the driver's license bureau. By understanding our shared tribal tendencies, we can help lead each other to become better individuals.”

http://www.ted.com/talks/david_logan_on_tribal_leadership.html

Itay Talgam Lead like Great Conductor:

“An orchestra conductor faces the ultimate leadership challenge: creating perfect harmony without saying a word. In this talk, Itay Talgam demonstrates the unique styles of six great 20th-century conductors, illustrating crucial lessons for all leaders.”

http://www.ted.com/talks/itay_talgam_lead_like_the_great_conductors.html

Aaron Fuerstein – Mensch of Malden Mills

“A heroic journey of an entrepreneur doing the right thing, even though it led to the company filing bankruptcy.”

<http://www.youtube.com/watch?v=9YcWLXBXaD8>

Simon Sinek - How great leaders inspire action

“Simon Sinek has a simple but powerful model for inspirational leadership all starting with a golden circle and the question "Why?" His examples include Apple, Martin Luther King, and the Wright brothers -- and as a counterpoint Tivo, which (until a recent court victory that tripled its stock price) appeared to be struggling.”

http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action.html

John Wooden on True Success

“Coach John Wooden redefines success and urges us all to pursue the best in ourselves. In this inspiring talk he shares the advice he gave his players at UCLA, quotes poetry and remembers his father's wisdom.”

http://www.ted.com/talks/john_wooden_on_the_difference_between_winning_and_success.html

CHAPTER 2 SUPPORTING MATERIALS

Exercise

Direct your students to spend 10 minutes writing a brief bio – approximately 1- 2 paragraphs – of themselves that they would be willing to share with someone else in the class. Next, break the class into dyads and have them share their bios with each other for 15 minutes. Finally, ask them to take 10 minutes to write a brief “elevator pitch” of who they are. It should be comprehensive, yet succinct. Have them focus on their core values and beliefs, in particular.

Exercise

Ask your students if they have encountered any leaders who have had a major impact on their lives. Have the students describe these leaders behavior, values, traits that made them stand out as exceptional leaders. Then, guide the discussion to transformational leadership. Ask the students to describe the types of power these leaders used and the attending results.

Exercise

Have your students spend eight to ten minutes of class time writing a brief self-assessment essay regarding the extent to which they perceive themselves as having developed each of the competencies of emotional and social intelligence. Have the students, who are willing to do so, contribute their examples as you discuss the components of emotional intelligence.

Exercise

Ask students to think about the five types of power; legitimate, reward, expert, coercive, and referent power. Next, ask them to recall a leadership experience they have had and to identify which one they used? Ask them to explain why they chose the particular type of power they did and what were the results. Finally, have them reflect on another type of power that might have been as or more effective as the type they used.

Exercise

Ask students to think about the five types of power and to identify which one(s) they are most drawn to? For example, ask them if they are drawn to charismatic leaders (referent power- rock stars, movie actors, etc.). Next, ask them to identify which type of power they are least attracted to and why?

Exercise

Ask your students to break into teams of 4-5. Next, ask them to comment on a TV show (For example, American Idol, Dancing With the Stars, 2 ½ Men,). Then have them discuss the show: ‘do you like it,’ ‘what do you like or not like about it,’ ‘with whom do you watch it’ etc. Observe the way they interact in their discussion and identify the leader in each group. After 3-4 minutes, ask each team, according to the dynamic of the group, to identify the leader.

SUGGESTED TEAM EXERCISE

In the movie **Henry V**, King Henry V (played by Kenneth Branagh), is about to take his men, who are gravely outnumbered, into battle against the French. On the field of Agincourt, just prior to the battle, Henry rouses his men to battle in his famous St Crispin’s day speech. Point out to the class that Annapolis, West Point, and the USAF Academy all teach Henry the V’s tactical as well as strategic prowess. In other words, they teach about Henry the soldier and Henry the man. (<http://www.youtube.com/watch?v=A-yZNMWFqyM>). Show the scene, then have students get into groups and define as many links to the chapter as possible. Some links they might consider include:

- Henry V embodies the definition of leadership: leadership is the process of inspiring other to work hard to accomplish important tasks.
- Henry V holds legitimate power, and he successfully empowers and inspires his men to victory against fearful odds.
- On leadership traits, Henry V exhibits ethics, self-confidence, courage, cognitive ability, and values, to name a few.
- From leadership behaviors, Henry V is concerned as much about his people as he is of the task. He is a team manager/leader who focuses on building participation and support for a shared purpose and mission.

Discussion Questions

1. Why is it important for everyone to be a leader, especially today?

Suggested Answer:

In an age of unprecedented change and churn, it is critical that everyone practice behaviors that have been deemed for leaders only. Our communities, businesses, and organizations ask us all to take on leadership responsibilities. There are just entirely too many average and bad leaders out there. We need to recognize that each of us is obligated to use power responsibly, study our own leadership behavior, seek improvement, and stand up for our values and ethics.

2. Think about bosses, coaches, and teachers you have had. Under the headings “Bad Boss” and “Good Boss,” list the names of a few of these people. Then, brainstorm some adjectives that describe the people in each group. What conclusions can you draw from these lists?

Suggested Answer:

The answer to this question will be subject to each individual student’s personal experience(s).

3. Think about your leadership experiences, and choose one that taught you the most. What did you learn? How and why did you learn these lessons?

Suggested Answer:

The answer to this question will be subject to each individual student’s personal experience(s).

1. Review the competency model on slide 12. Which of these competencies do you regularly use when you work with a team? Choose one that you believe is a threshold competency and one that you believe is a distinguishing competency, and describe how you developed them and how you can improve.

Suggested Answer:

Typically, students use leadership skills, such as oral presentation, logical thought, and conceptualization. In addition, managing skills such as positive regard and group process will become evident when working on a team. Also, goal and action skills, such as efficiency orientation and proactivity, are commonly found in healthy team environments.

The remaining answer to this question will be subject to each individual student’s personal experience(s).

2. Think about a situation in which you believe you were at your best as a leader. What happened? What did you do? What were the results? Review the social and emotional competencies on slide 13. Which of these did you demonstrate in this situation?

Suggested Answer:

The answer to this question will be subject to each individual student’s personal experience(s).

3. Based on your personal experience in school, at work, and on teams, how do you think social and emotional intelligence competencies affect employee, manager, and leader effectiveness?

Suggested Answer:

By being adept at recognizing one's own and others' emotions and the critical role they play in everyday relationship development and management, it should be clear that EI competencies are the foundation from which we either build collaboration or create division. Our emotions are critical to leadership and management because they are linked to our ability to think clearly, make good decisions, stay focused on tasks, and act responsibly in all types of situations.

1. Discuss a situation from your experience in which power was abused. How was it abused, and what were the consequences for you personally and for others?

Suggested Answer:

The answer to this question will be subject to each individual student's personal experience(s).

2. Think of a leader who has had an effect on you personally. What sources of power did this leader draw on? What was the effect of his or her use of these sources of power on you?

Suggested Answer:

Some typical responses may be legitimate power, since that is power granted through the formal authority of one's position and one most commonly experienced, be it a parent, professor, or police officer, etc. Reward power is also a source of power commonly encountered in a variety of situations. This power uses its authority to grant or withhold rewards to achieve its goals. Still, another source students may identify is coercive power, or the ability to influence others through punishment, particularly in regards to parental authority.

The remaining answer to this question will be subject to each individual student's personal experience(s).

3. Discuss the pros and cons of an empowered workforce. Draw on your own experience at work and in school to support both sides of the argument.

Suggested Answer:

Empowered workforces are typically more productive than those that are not. When a workforce is encouraged to participate in the decision-making responsibilities of the organization, there tends to be greater buy-in, engagement, and commitment to follow-through. Empowerment also allows senior managers to focus more time on more strategic concerns and issues that would otherwise be deferred to handling the day to day operational decisions that many employees can address on their own. Of course, empowerment can be a way for managers to simply delegate for the sake of unloading responsibility. In addition, there are those who have no real talent or aptitude for making good decisions. These employees may need some professional development before they are capable of making informed decisions not only for themselves, but for the or an organization.

4. How can empowerment support democratic processes? How might participation, empowerment, and democratic processes at work have an effect on people's behavior outside work?

Suggested Answer:

Empowerment can be seen as a form of organizational democracy. The participation that empowerment grants employees the ability to self-govern, to voice concerns, to make decisions and take responsibility for those decisions, and to contribute ideas. All of these benefits are at the root of the democratic process.

Outside of work, empowerment and democratic processes may also encourage people to get involved in their communities, participate in their local government policy making activities, share ideas and concerns, and help develop engaged, active citizens.

1. Consider your favorite restaurant. Are the values and ethics of this company apparent? What are they, and how do employees demonstrate them?

Suggested Answer:

The answer to this question will be subject to each individual student's personal experience(s).

2. Does your college have a formal code of conduct for students? If so, read it.

Suggested Answer:

The answer to this question will be subject to each individual student's personal experience(s).

3. What parts of it fit with your personal values and code of ethics? Are there any aspects of it that are in conflict with your values? What are these conflicts, and how can you reconcile them?

Suggested Answer:

The answer to this question will be subject to each individual student's personal experience(s).

4. Have you ever rationalized unethical behavior (yours or someone else's)? Why did you do this? How did you do it?

Suggested Answer:

Some common rationalizations for unethical behavior include the assumption that one won't get caught. Also, many rationalize participation in unethical behavior by claiming that everyone else is doing it, so why shouldn't they? Last, but certainly not least, is the false presumption that a questionable activity that is not illegal cannot, therefore, be unethical. An activity may be considered legal, but still be clearly unethical.

5. Think of an ethical dilemma you have faced. What are some of the factors that made the situation difficult to resolve?

Suggested Answer:

In many situations, “right” and “wrong” are hard to determine, especially when those situations are clouded by opinions and conflicting points of view. Sometimes people are not clearly aware of their own core values and personal code of ethics. This may create ambiguity in distinguishing between right and wrong. Again, the many examples of rationalizing unethical behavior can cause anxiety and clouded judgment when it comes to making a final decision.

1. Which of the traits from Traits Theory do you believe are important to leadership? Why? Are there any traits that you believe are irrelevant to leadership? What are they? Which traits do you have?

Suggested Answer:

Of course, the traits that relate to emotional intelligence, self-awareness, self-management, empathy, and relationship management, are critical to resonant leadership. It could be argued that these qualities include integrity, honesty, self-control, responsible decision-making, flexibility, and a host of other traits commonly identified as important leadership traits. Physical traits may be considered less important or irrelevant in regards to leadership. Although some research suggests that gender, a person’s height or bearing, and other physical qualities may indicate effective leadership, these traits probably don’t have much to do with good or bad leadership.

2. Which theories of leadership stand out as more relevant for today’s business environment than others?

Suggested Answer:

Contingency Theories, in general, seem to be more relevant than traditional management theories that assumed people needed to be controlled. For instance, the Leader Substitutes Model could be considered more relevant to organizations today since it focuses on particular characteristics of people or a situation that may make direct leadership unnecessary. Today, perhaps more than ever, people are willing and capable to stepping up to taking on leadership responsibilities. Resonant leadership theories are also very relevant to today’s work environment in that resonant leadership empowers others to recognize and utilize their own leadership qualities. These theories are empowering, engaging, and supportive.

3. Consider a situation you have experienced personally where you were expected to lead. Using contingency theories, describe the context and how the context impacted your choice of leadership behaviors.

Suggested Answer:

The answer to this question will be subject to each individual student’s personal experience(s).

1. Describe the difference between transactional and transformational leadership styles.

Suggested Answer:

Transformational leaders are sensitive to the environment, charismatic, passionate about what they do, take personal risks, are sensitive to other people's needs, and visionary. On the other hand, transactional leaders are more traditional in their approach to leadership. They are usually someone who directs the efforts of others through tasks, rewards, and structures.

2. How important is it for a leader to be transformational? Why? Use your experience to support your position.

Suggested Answer:

Because of the turbulence we are currently facing in all areas of our lives – economic, social, educational, environmental – transformational leadership is crucial to our handling of both our existing and developing issues. Transformational leadership requires social and emotional intelligence competencies, an understanding of one's values and ethics, and the ability to manage power wisely. The old transactional form of leadership has failed on many fronts. People have felt manipulated, controlled, and disengaged. Transactional leadership reinforces the status quo. Transformational leadership drives empowerment and dramatic change.

3. Consider a challenging situation that you have experienced, and reflect on the leader in that situation (you or someone else). Was the leadership transformational? In what ways?

Suggested Answer:

The answer to this question will be subject to each individual student's personal experience(s).

1. Have you ever been in a situation in which people were or were considering acting unethically? Did you consider "blowing the whistle" on them? Why or why not?

Suggested Answer:

Many people who witness unethical behavior that continually goes ignored may feel a moral obligation to address the issue. If so, they may consider "blowing the whistle" on the situation. But many people also think twice about such recourse for a number of reasons.

2. How do you think HR can help build a culture in which people feel safe speaking up when they see things that seem to be unethical?

Suggested Answer:

HR has a responsibility to know the law, ensure the mechanisms (such as whistle blower protection and anonymous hotlines) are in place to support employees in identifying and reporting ethical violations or questionable activities, and protecting employees from harm and retribution should they need to use these mechanisms.

1. Sometimes we think about self-awareness as understanding our mind (intellect), body (physical self), heart (emotions), and spirit (values). For each of these areas, discuss two or three things that you believe define who you are as a person.

Suggested Answer:

The answer to this question will be subject to each individual student's personal experience(s)

2. When leading a team, how do you build trust between yourself and others? Among team members?

Suggested Answer:

Trust is the expectation that a leader will act in an ethically justifiable manner, will have the team members best interest at heart, and will strive to achieve the team's goals. Team member trust can be facilitated by consulting team members on decisions, communicating a group vision, and homogeneity of values. One can build trust among team members by continually fostering an environment that is open, cooperative, and respectful to team and individual needs.

3. Discuss the role of integrity in college life — both in the classroom and outside.

Suggested Answer:

As a college student, one needs to take responsibility for one's actions, while being principled and transparent in those actions. You need to do what you say you will do and never compromise your core values and ethics. By becoming disciplined in building self-awareness and social awareness, one will find integrity in everything they do.

Recent Research

Courage and Leadership

Stephen Stefano, [i] senior vice president at GlaxoSmithKline (GSK), considers courage to be one of three essential qualities of leadership (The other two are integrity and empathy). Courage can be defined as the capability to face danger, uncertainty, or pain without giving up a course of action that you believe to be necessary and right. It is the ability to not give up in the face of adversity. Stefano notes that courage in leadership requires self-confidence. Without self-confidence, one would doubt the correctness of a chosen course of action even when that doubt is unfounded. A leader must also have enough confidence in his or her followers to provide them with autonomy and creativity. In other words, a leader must have the courage to trust subordinates and to shoulder the responsibility if they fail. For these reasons, a leader must have the courage to be comfortable with a great deal of uncertainty. Richard Hader notes that people typically do not end up in leadership roles by accident, but rather because someone trusted in their ability to positively influence the work of others. People in leadership roles may suffer from leadership anxiety, resulting, consequently, in second-guessing their decisions and avoiding risks, such as not being afraid to make mistakes or to allow others to make mistakes. Research notes that overcoming this anxiety takes courage rather than complacency.

[i] Stefano, Stephen and Wasylyshyn, Karol M. 2005. Integrity, courage, empathy (ICE): three leadership essentials. *Human Resource Planning*, 28, 4, 5-7.

[ii] Hader, Richard. 2007. Leadership anxiety? Choose courage over complacency. *Nursing Management*, 38, 5, p. 6.

Authenticity and Relationships/Leadership

Authenticity, or the quality of being genuine, has been identified as a quality of leadership by numerous scholars and researchers. Arguing for the relationship between self-esteem and authenticity, Kernis develops a model of authenticity made up of four dimensions: awareness, unbiased processing, action, and relational. [i] Kernis argues that those with low self-esteem are more likely than most to misinterpret their self- feelings, particularly negative ones, out of fear of rejection. However, Kernis also discovered that genuine self-esteem allows individuals to present positive self-feelings publicly in a non-defensive manner and thus portray authenticity in relationships. In *The Handbook of Affective Sciences*, Forgas [iii] notes that self-esteem appears to be a mediator of cognitive dissonance, the uncomfortable psychological state of holding two contradictory ideas or beliefs simultaneously. Those high in self-esteem are more capable of handling negative affective states, such as the anxiety arising from cognitive dissonance. More recently, an Authentic Leadership Questionnaire [1] (ALQ) has been developed and validated cross-culturally. [iv] The questionnaire is comprised of four components: leader self-awareness, relational transparency, internalized moral perspective, and balanced processing.

One of the primary advantages to authentic leadership is the development of authentic followership. This is done through positive modeling, guided by increased self-awareness and self-regulation. [v] However necessary authenticity in leadership may be, it is not sufficient to

inspire authenticity in relations with followers, according to Eagly.^[vi] In order to achieve relational authenticity, a leader must also be accorded the legitimacy to promote a leadership vision that includes values. Eagly found that this legitimacy is more difficult to achieve for female leaders than for their male counterparts. Eagly's findings may be true for select ethnic and racial minority groups, as well.

[1] The Authentic Leadership Questionnaire is copyright © 2007 by Bruce J. Avolio, William L. Gardner, and Fred O. Walumbwa. All rights reserved. Users should request the instrument from Mind Garden, 1690 Woodside Road, Suite 202, Redwood City, CA 94061. The Role-Based Performance Scale was used with the permission of Theresa Welbourne, University of Michigan Business School, 701 Tappan Street, Ann Arbor, MI 48109-1234.

[i] Avolio, Bruce J. and Gardner, William L. 2005. Authentic leadership development: getting to the root of positive forms of leadership. *Leadership Quarterly*, 16, 3, 315-338.

[ii] Kernis, Michael H. 2003. Toward a conceptualization of optimal self-esteem. *Psychological Inquiry*, 14, 1, 1-26.

[iii] Forgas, Joseph P. "Affective influences on attitudes and judgments." In Richard J. Davidson, Klaus R. Scherer, and H. Hill Goldsmith's (Eds.) *Handbook of affective sciences* (pp. 596-618). New York: Oxford University Press.

[iv] Walumbwa, Fred O., Avolio, Bruce J., Gardner, William L., Wernsing, Tara S. and Peterson, Suzanne J. 2008. Authentic leadership: development and validation of a theory-based measure. *Journal of Management*, 34, 1, 89-126.

[v] Gardner, W. L., Avolio, B. J., Luthans, F., May, D. R., & Walumbwa, F. O. 2005. Can you see the real me? A self-based model

of authentic leader and follower development. *The Leadership Quarterly*, 16, 3, 343-372.

[vi] Eagly, Alice H. 2005. Achieving relational authenticity in leadership: Does gender matter? *The Leadership Quarterly*, 16, 3, 459-474.

Coercive Power

Leona Mindy Roberts Helmsley, the flamboyant, billionaire New York City hotel operator and real estate magnate had a reputation for ruthless and tyrannical behavior that justifiably earned her the nickname "Queen of Mean". Helmsley became famous for her undesirable personality when a former housekeeper testified that she had heard Helmsley say: "We don't pay taxes. Only the little people pay taxes ...", a saying that was identified with her for the rest of her life. Helmsley was investigated and later convicted of federal income tax evasion and other crimes in 1989. Many of Helmsley's former employees testified at her trial "about how they feared her, with one recalling how she casually fired him while she was being fitted for a dress. Most legal observers felt that Mrs. Helmsley's hostile personality, arrogance, and "naked greed" alienated the jurors." Helmsley was convicted and was issued a 16 year sentence. However, she was only required to serve 21 months in prison. In the mid eighties, Leona Helmsley was the focus of an advertising campaign which featured her as a demanding "queen" who wanted nothing less than the best for her guests. However, in real life she was known for being a cruel and demeaning boss whose bursts of rage and insulting manner seemed contradictory to the hospitality industry. Even the smallest infraction was usually grounds for firing, and Helmsley was known to shout obscenities at employees just before they were fired.