INTERNATIONAL EDITION

Effective
Leadership

Fourth Edition

Achua • Lussier

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Chapter 2—Leadership Ethics and Traits

TRUE/FALSE (Concepts)

1. Understanding people's personalities is important because personality affects behavior as well as perceptions and attitudes.

   ANS: T   PTS: 1   DIF: Medium   REF: Conceptual
   OBJ: 1   NAT: AACSB Reflective Thinking | Individual Dynamics

2. Personality is developed solely based on genetics.

   ANS: F   PTS: 1   DIF: Easy   REF: Conceptual
   OBJ: 1   NAT: AACSB Reflective Thinking | Individual Dynamics

3. The Big Five Model of Personality categorizes traits into the dimensions of insurgency, adjustment, disagreeableness, conscientiousness, and openness to experience.

   ANS: F   PTS: 1   DIF: Medium   REF: Conceptual
   OBJ: 2   NAT: AACSB Reflective Thinking | Individual Dynamics

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

   ANS: T   PTS: 1   DIF: Medium   REF: Conceptual
   OBJ: 2   NAT: AACSB Reflective Thinking | Individual Dynamics

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

   ANS: T   PTS: 1   DIF: Medium   REF: Conceptual
   OBJ: 2   NAT: AACSB Reflective Thinking | Individual Dynamics

6. High energy is best categorized as the conscientiousness dimension of the Big Five.

   ANS: T   PTS: 1   DIF: Medium   REF: Conceptual
   OBJ: 3   NAT: AACSB Reflective Thinking | Individual Dynamics

7. Intelligence refers to cognitive ability to think critically, to solve problems, and to make decisions.

   ANS: T   PTS: 1   DIF: Medium   REF: Conceptual
   OBJ: 3   NAT: AACSB Reflective Thinking | Individual Dynamics

8. Emotional intelligence is a personality dimension related to surgency.

   ANS: F   PTS: 1   DIF: Medium   REF: Conceptual
   OBJ: 3   NAT: AACSB Reflective Thinking | Individual Dynamics

9. The four components of emotional intelligence are self-awareness, self-efficacy, social awareness, and self-management.

ANS: F   PTS: 1   DIF: Medium   REF: Conceptual
OBJ: 3   NAT: AACSB Reflective Thinking | Individual Dynamics

10. Self-awareness relates to being conscious of your emotions and how they affect your personal and professional life.

ANS: T   PTS: 1   DIF: Medium   REF: Conceptual
OBJ: 3   NAT: AACSB Reflective Thinking | Individual Dynamics

11. Dominance is one of the two major traits of the surgency Big Five.

ANS: T   PTS: 1   DIF: Medium   REF: Conceptual
OBJ: 4   NAT: AACSB Reflective Thinking | Individual Dynamics

12. Achievement Motivation Theory attempts to explain and predict behavior and performance based on one's need for power, affiliation, and recognition.

ANS: F   PTS: 1   DIF: Medium   REF: Conceptual
OBJ: 5   NAT: AACSB Reflective Thinking | Motivation Concepts

13. David McClelland said that needs are based on personality and are developed as we interact with the environment.

ANS: T   PTS: 1   DIF: Hard   REF: Conceptual
OBJ: 5   NAT: AACSB Reflective Thinking | Individual Dynamics

14. People with strong n Ach tend to have an external locus of control, self-confidence, and high energy traits.

ANS: F   PTS: 1   DIF: Medium   REF: Conceptual
OBJ: 5   NAT: AACSB Reflective Thinking | Individual Dynamics

15. People with strong n Pow tend to be self-confident with high energy.

ANS: T   PTS: 1   DIF: Medium   REF: Conceptual
OBJ: 5   NAT: AACSB Reflective Thinking | Individual Dynamics

16. People with a high n Aff also tend to have a high n Pow.

ANS: F   PTS: 1   DIF: Medium   REF: Conceptual
OBJ: 5   NAT: AACSB Reflective Thinking | Individual Dynamics

17. The Leader Motive Profile (LMP) includes a high need for achievement, a moderate need for affiliation, and a moderate need for power, which is socialized.

ANS: F   PTS: 1   DIF: Hard   REF: Conceptual
OBJ: 5   NAT: AACSB Reflective Thinking | Leadership Principles

18. Without power, there is no leadership.

    ANS: T   PTS: 1   DIF: Easy   REF: Conceptual
    OBJ: 5   NAT: AACSB Reflective Thinking | Leadership Principles

19. McClelland identified power as either good or bad.

    ANS: F   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 5   NAT: AACSB Reflective Thinking | Leadership Principles

20. Effective leaders use personalized power.

    ANS: F   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 5   NAT: AACSB Reflective Thinking | Leadership Principles

21. Effective leaders have a higher need for affiliation than power.

    ANS: F   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 5   NAT: AACSB Reflective Thinking | Leadership Principles

22. Attitudes help to explain and predict job performance.

    ANS: T   PTS: 1   DIF: Easy   REF: Conceptual
    OBJ: 6   NAT: AACSB Reflective Thinking | Individual Dynamics

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

    ANS: F   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 6   NAT: AACSB Reflective Thinking | Leadership Principles

24. Managers with Theory X attitudes tend to display more coercive, autocratic leadership styles using internal motivation and rewards.

    ANS: F   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 6   NAT: AACSB Reflective Thinking | Leadership Principles

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

    ANS: T   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 6   NAT: AACSB Reflective Thinking | Leadership Principles

26. Self-efficacy is the belief in your own capability to perform in a specific situation.

    ANS: T   PTS: 1   DIF: Easy   REF: Conceptual
    OBJ: 6   NAT: AACSB Reflective Thinking | Individual Dynamics

27. You can be an effective leader, or follower, even if you don't have a positive self-concept.

    ANS: F   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 6   NAT: AACSB Reflective Thinking | Individual Dynamics

28. A good way to develop a positive self-concept is by observing and copying others' attitudes.

    ANS: F   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 6   NAT: AACSB Reflective Thinking | Individual Dynamics

29. An effective leader tends to have Theory X attitudes with a positive self-concept.

    ANS: F   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 7   NAT: AACSB Reflective Thinking | Leadership Principles

30. Ethics are the standards of right and wrong that influence behavior.

    ANS: T   PTS: 1   DIF: Easy   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Ethical Responsibilities

31. The Sarbanes-Oxley Act of 2002 ensures that those who act unethically will be prosecuted.

    ANS: F   PTS: 1   DIF: Easy   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Legal Responsibilities

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

    ANS: T   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Individual Dynamics

33. People with an external locus of control, rather than an internal locus of control, are more likely to use unethical behavior.

    ANS: T   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Individual Dynamics

34. Moral development refers to understanding right from wrong and choosing to do the right thing.

    ANS: T   PTS: 1   DIF: Easy   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Ethical Responsibilities

35. At the preconventional level of moral development, living up to expectations of acceptable behavior defined by others motivates behavior to fulfill duties and obligations.

    ANS: F   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Ethical Responsibilities

36. The common leadership style at the preconventional level of moral development is autocratic toward others.

    ANS: T   PTS: 1   DIF: Easy   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Leadership Principles

37. At the conventional level of moral development, self-interest motivates behavior.

    ANS: F   PTS: 1   DIF: Easy   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Ethical Responsibilities

38. The common leadership style at the conventional level of moral development tends to be visionary.

    ANS: F   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Leadership Principles

39. At the postconventional level of moral development, it is common for lower-level managers to use a leadership style similar to those of higher-level managers.

    ANS: F   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Leadership Principles

40. When people use unethical behavior, it is often due to some type of character flaw.

    ANS: F   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Ethical Responsibilities

41. "I was only following orders; my boss told me to inflate the figures" is an example of displacement of responsibility.

    ANS: T   PTS: 1   DIF: Hard   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Ethical Responsibilities

42. Distortion of consequences is the process of using "cosmetic" words to make the behavior sound acceptable.

    ANS: F   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Ethical Responsibilities

43. Under the stakeholder approach to ethics, one creates a win-win situation for relevant parties affected by the decision.

    ANS: T   PTS: 1   DIF: Easy   REF: Conceptual
    OBJ: 9   NAT: AACSB Ethics | Ethical Responsibilities

44. To determine if your decision is ethical, you can ask yourself, "Are all stakeholders happy?"

    ANS: F   PTS: 1   DIF: Easy   REF: Conceptual
    OBJ: 9   NAT: AACSB Ethics | Ethical Responsibilities

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

ANS: T   PTS: 1   DIF: Easy   REF: Conceptual
OBJ: 9   NAT: AACSB Ethics | Ethical Responsibilities

MULTIPLE CHOICE (Concepts)

1. Which of the following statements regarding personality is NOT true?
   a. Personality is developed based on genetics and environmental factors.
   b. Personality is distinguishing personal characteristics.
   c. Personality affects behavior as well as perceptions and attitudes.
   d. Personality predicts behavior and job performance.

   ANS: B   PTS: 1   DIF: Medium   REF: Conceptual
   OBJ: 1   NAT: AACSB Reflective Thinking | Individual Dynamics

2. Which of the following is NOT a Big Five personality dimension?
   a. surgency
   b. agreeableness
   c. adjustment
   d. attractiveness

   ANS: D   PTS: 1   DIF: Easy   REF: Conceptual
   OBJ: 2   NAT: AACSB Reflective Thinking | Individual Dynamics

3. The _____ personality dimension includes traits related to emotional stability.
   a. agreeableness
   b. conscientiousness
   c. surgency
   d. adjustment

   ANS: D   PTS: 1   DIF: Medium   REF: Conceptual
   OBJ: 2   NAT: AACSB Reflective Thinking | Individual Dynamics

4. Which of the following is NOT a trait of high conscientiousness?
   a. organization
   b. extraversion
   c. conformity
   d. credibility

   ANS: B   PTS: 1   DIF: Medium   REF: Conceptual
   OBJ: 2   NAT: AACSB Reflective Thinking | Individual Dynamics

5. The manager of an engineering consulting firm is extraverted and gets along well with others. In addition, she has managed multiple projects at a time, often under stressful circumstances, but she has still maintained her equanimity, and seen projects through to completion "with a firm hand." This manager is displaying:
    a. surgency, agreeableness, and adjustment.
    b. conscientiousness and surgency.
    c. openness to experience and surgency.
    d. none of the answers are correct

    ANS: A   PTS: 1   DIF: Hard   REF: Conceptual
    OBJ: 2   NAT: AACSB Analytic | Leadership Principles

6. Of the Big Five personality dimensions, the highest correlation with leadership is:
    a. conscientiousness.
    b. openness to experience.
    c. surgency.
    d. adjustment.

    ANS: C   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 2   NAT: AACSB Reflective Thinking | Leadership Principles

7. Research has found that managers who had derailed tend to have:
    a. worked too hard, then burned out.
    b. displayed a lack of trust in their subordinates.
    c. relied on only one contemporary leadership theory.
    d. been overly ambitious.

    ANS: D   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 2   NAT: AACSB Reflective Thinking | Leadership Principles

8. Which of the following is NOT a major reason for executive derailment?
    a. They used a bullying style viewed as intimidating, insensitive, and abrasive.
    b. They were viewed as being cold, aloof, and arrogant.
    c. They betrayed personal trust.
    d. They undermanaged.

    ANS: D   PTS: 1   DIF: Hard   REF: Conceptual
    OBJ: 2   NAT: AACSB Reflective Thinking | Leadership Principles

9. Which of the following is NOT a trait of an effective leader?
    a. dominance
    b. high energy
    c. intelligence
    d. talent

    ANS: D   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 3   NAT: AACSB Reflective Thinking | Leadership Principles

10. Self-confidence is best categorized as the _____ Big Five dimension.
    a. adjustment
    b. agreeableness
    c. surgency
    d. conscientiousness

    ANS: D   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 3   NAT: AACSB Reflective Thinking | Individual Dynamics

11. Intelligence refers to:
    a. critical thinking.
    b. decision making.
    c. problem solving.
    d. all of the answers are correct

    ANS: D   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 3   NAT: AACSB Reflective Thinking | Individual Dynamics

12. Which of the following statements regarding emotional intelligence (EI) is TRUE?
    a. EI is the ability to work well with people.
    b. An offshoot of EI is IQ (intelligence quotient).
    c. IQ outweighs EI when it comes to personal achievement.
    d. There are five components of EI.

    ANS: A   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 3   NAT: AACSB Reflective Thinking | Individual Dynamics

13. Emotional intelligence includes all of the following EXCEPT:
    a. self-awareness.
    b. social awareness.
    c. self-management.
    d. self-concept.

    ANS: D   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 3   NAT: AACSB Reflective Thinking | Individual Dynamics

14. _____ is dependent on the other three EI approaches.
    a. Social awareness
    b. Self-awareness
    c. Relationship awareness
    d. Self-management

    ANS: C   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 3   NAT: AACSB Reflective Thinking | Individual Dynamics

15. Emotional intelligence is related to which of the following Big Five personality dimensions?
    a. surgency
    b. openness to experience
    c. adjustment
    d. conscientiousness

    ANS: C   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 3   NAT: AACSB Reflective Thinking | Individual Dynamics

16. Dominance is so important for managers to have because:
    a. you've got to want to be a leader.
    b. the dominance traits affects all the other traits related to effective leaders.
    c. successful leaders want to take charge.
    d. all of the answers are correct

    ANS: D   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 4   NAT: AACSB Reflective Thinking | Leadership Principles

17. Which of the following is NOT a belief of David McClelland?
    a. Needs are based on personality.
    b. All people possess the need for achievement, power, and affiliation, but to varying degrees.
    c. Our needs are motivated by our behavior.
    d. Needs are developed as we interact with the environment.

    ANS: C   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 5   NAT: AACSB Reflective Thinking | Individual Dynamics

18. People with strong n Ach tend to have all of the following EXCEPT:
    a. self-confidence.
    b. external locus of control.
    c. high energy traits.
    d. a high concern for excellence in accomplishments through individual efforts.

    ANS: B   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 5   NAT: AACSB Reflective Thinking | Individual Dynamics

19. High n Pow is categorized as the Big Five dimension of _____.
    a. surgency
    b. agreeableness
    c. conscientiousness
    d. openness to experience

    ANS: A   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 5   NAT: AACSB Reflective Thinking | Individual Dynamics

20. Which of the following professions would be a likely choice for a person with high n Aff?
    a. accountant
    b. teacher
    c. police officer
    d. computer programmer

    ANS: B   PTS: 1   DIF: Easy   REF: Conceptual
    OBJ: 5   NAT: AACSB Analytic | Individual Dynamics

21. The Leader Motive Profile (LMP) includes a:
    a. high need for achievement.
    b. moderate need for power.
    c. low need for achievement.
    d. high need for power.

    ANS: D   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 5   NAT: AACSB Reflective Thinking | Leadership Principles

22. The Leader Motive Profile (LMP) defines which motive as the highest need for leaders?
    a. achievement
    b. power
    c. affiliation
    d. enjoyment

    ANS: B   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 5   NAT: AACSB Reflective Thinking | Leadership Principles

23. _____ are positive or negative feelings about people, things, and issues.
    a. Attitudes
    b. Norms
    c. Beliefs
    d. Traits

    ANS: A   PTS: 1   DIF: Easy   REF: Conceptual
    OBJ: 6   NAT: AACSB Reflective Thinking | Individual Dynamics

24. "If you want something done right, do it yourself" is an example of _____ attitudes.
    a. Theory X
    b. Theory Y
    c. Theory Z
    d. XYZ Profile

    ANS: A   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 6   NAT: AACSB Analytic | Leadership Principles

25. "If the manager is not around, employees will work just as hard" is an example of _____
    attitudes.
    a. Theory Y
    b. Theory X
    c. Theory Z
    d. XYZ Profile

    ANS: A   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 6   NAT: AACSB Analytic | Leadership Principles

26. Managers with Theory X attitudes tend to:
    a. display more participative leadership styles.
    b. use internal motivation and rewards.
    c. use external means of controls.
    d. have a positive, optimistic view of employees.

    ANS: C   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 6   NAT: AACSB Reflective Thinking | Leadership Principles

27. A manager from a prestigious university believed that employees who were from "lesser schools"
    lacked sufficient intelligence and motivation for the high-tech firm that she led. She set goals for
    these employees low, and did not trust them with certain important tasks or company information.
    The employees, in fact, tended to show dissatisfaction and low performance. At length, many of
    them quit. This would be an example of:
    a. Theory Y.
    b. the Pygmalion effect.
    c. negative self-concept.
    d. none of the answers are correct

    ANS: B   PTS: 1   DIF: Hard   REF: Conceptual
    OBJ: 6   NAT: AACSB Analytic | Leadership Principles

28. _____ refers to the positive or negative attitudes people have about themselves.
    a. Self-concept
    b. Self-confidence
    c. Self-efficacy
    d. Self-focus

    ANS: A   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 6   NAT: AACSB Reflective Thinking | Individual Dynamics

29. _____ is the belief in one's capability to perform in a specific situation.
    a. Self-concept
    b. Self-confidence
    c. Self-efficacy
    d. Self-focus

    ANS: C   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 6   NAT: AACSB Reflective Thinking | Individual Dynamics

30. Which of the following is NOT one of the guidelines to developing a more positive attitude and
    self-concept?
    a. be a positive role model
    b. accept compliments
    c. set and achieve goals
    d. think about yourself

    ANS: D   PTS: 1   DIF: Easy   REF: Conceptual
    OBJ: 6   NAT: AACSB Reflective Thinking | Individual Dynamics

31. If the leader typically is afraid to make decisions, is unassertive, and is self-blaming when things go wrong, the leader is displaying a:
    a.   Theory Y positive self-concept.
    b.   Theory Y negative self-concept.
    c.   Theory X positive self-concept.
    d.   Theory X negative self-concept.

    ANS: B   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 7   NAT: AACSB Analytic | Leadership Principles

32. If the leader typically is bossy, pushy, and impatient; does much criticizing with little praising; and is very autocratic, the leader is displaying a:
    a.   Theory Y positive self-concept.
    b.   Theory Y negative self-concept.
    c.   Theory X positive self-concept.
    d.   Theory X negative self-concept.

    ANS: C   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 7   NAT: AACSB Analytic | Leadership Principles

33. Ethics is defined as:
    a.   the standards of right and wrong that influence behavior.
    b.   creating a win-win situation for all stakeholders.
    c.   adhering to legal limits.
    d.   what top management thinks is right.

    ANS: A   PTS: 1   DIF: Easy   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Ethical Responsibilities

34. Which of the following acts helps protect whistleblowers?
    a.   Whistleblower Protection Act
    b.   Sarbanes-Oxley Act
    c.   Ethical Informant Act
    d.   Andersen-Arthur Act

    ANS: B   PTS: 1   DIF: Easy   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Legal Responsibilities

35. All of the following affect ethical behavior EXCEPT:
    a.   personality traits.
    b.   attitudes.
    c.   leader–follower relations.
    d.   the situation.

    ANS: C   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Individual Dynamics

36. Unethical behavior is more likely to occur in people who:
    a. are open to new experiences.
    b. are emotionally unstable.
    c. have external locus of control.
    d. all of the answers are correct

    ANS: C   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Individual Dynamics

37. _____ refers to understanding right from wrong and choosing to do the right thing.
    a. Personality
    b. Moral development
    c. Ethics
    d. Moral justification

    ANS: B   PTS: 1   DIF: Easy   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Ethical Responsibilities

38. The three levels of moral development are:
    a. preconventional, conventional, and postconventional.
    b. pre-ethical, ethical, and postethical.
    c. bad choice, neutral, and good choice.
    d. undeveloped, developed, and well developed.

    ANS: A   PTS: 1   DIF: Easy   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Ethical Responsibilities

39. At the preconventional level of moral development, which of the following motivate(s) behavior?
    a. living up to expectations of acceptable behavior defined by others
    b. universal principles of right and wrong
    c. self-interest
    d. personality

    ANS: C   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Ethical Responsibilities

40. At the conventional level of moral development, which of the following motivate(s) behavior?
    a. living up to expectations of acceptable behavior defined by others
    b. universal principles of right and wrong
    c. self-interest
    d. personality

    ANS: A   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Ethical Responsibilities

41. Lower-level managers at the conventional level of moral development tend to:
    a. be autocratic toward others.
    b. use a leadership style similar to those of higher-level managers.
    c. be visionary.
    d. be committed to serving others.

    ANS: B   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Leadership Principles

42. Leaders at the postconventional level of moral development tend to:
    a. use moral justification.
    b. be autocratic toward others.
    c. be visionary.
    d. use their position for personal advantage.

    ANS: C   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Leadership Principles

43. When we use unethical behavior, we often justify the behavior to protect our _____ so that we don't have a guilty conscience or feel remorse.
    a. personality
    b. ego
    c. self-concept
    d. job

    ANS: C   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Ethical Responsibilities

44. The process of reinterpreting immoral behavior in terms of a higher purpose is known as:
    a. behavior modification.
    b. agreeableness.
    c. postbehavior justification.
    d. moral justification.

    ANS: D   PTS: 1   DIF: Easy   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Ethical Responsibilities

45. The process of blaming one's unethical behavior on others is known as:
    a. distortion of consequences.
    b. displacement of responsibility.
    c. attribution of blame.
    d. diffusion of responsibility.

    ANS: B   PTS: 1   DIF: Hard   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Ethical Responsibilities

46. "We all take office supplies home" is an example of:
    a. euphemistic labeling.
    b. attribution of blame.
    c. displacement of responsibility.
    d. diffusion of responsibility.

    ANS: D   PTS: 1   DIF: Hard   REF: Conceptual
    OBJ: 8   NAT: AACSB Ethics | Ethical Responsibilities

47. The four-way test:
    a. is a means of identifying potential whistleblowers within an organizational setting.
    b. is a generic means of assessing whether a business transaction is ethical.
    c. relies on Theory Y attitudes.
    d. none of the answers are correct

    ANS: B   PTS: 1   DIF: Easy   REF: Conceptual
    OBJ: 9   NAT: AACSB Ethics | Ethical Responsibilities

48. Which of the following is NOT one of the questions of the four-way test?
    a. Will it be beneficial to all concerned?
    b. Is it ethical?
    c. Is it the truth?
    d. Is it fair to all concerned?

    ANS: B   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 9   NAT: AACSB Ethics | Ethical Responsibilities

49. Creating a win-win situation for all relevant parties so that everyone benefits from the decision is known as:
    a. ethics.
    b. the golden rule.
    c. a compromise.
    d. the stakeholder approach to ethics.

    ANS: D   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 9   NAT: AACSB Ethics | Ethical Responsibilities

50. Using the stakeholder approach to ethics, you proudly set low prices but as a result you harm _____.
    a. employees
    b. customers
    c. society
    d. competitors

    ANS: D   PTS: 1   DIF: Hard   REF: Conceptual
    OBJ: 9   NAT: AACSB Ethics | Ethical Responsibilities

51. To determine if your decision is ethical from a stakeholder approach, which of the following questions should be asked?
    a. "Am I proud to tell relevant stakeholders my decision?"
    b. "Am I proud to tell my manager about my decision?"
    c. "Is it in my best interest?"
    d. "What difference does it make anyway?"

    ANS: A   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 9   NAT: AACSB Ethics | Ethical Responsibilities

52. The ability to do the right thing at the risk of rejection and loss is considered:
    a. surgency.
    b. achievement.
    c. courage.
    d. none of the answers are correct

    ANS: C   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 9   NAT: AACSB Ethics | Ethical Responsibilities

53. Which of the following is NOT a way to find courage?
    a. focus on a higher purpose
    b. draw strengths from others
    c. use your frustration and anger for good
    d. set and achieve goals

    ANS: D   PTS: 1   DIF: Medium   REF: Conceptual
    OBJ: 9   NAT: AACSB Ethics | Ethical Responsibilities

LEARNING OUTCOMES (Concepts)

1. List the benefits of classifying personality traits.

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

    PTS: 1   DIF: Easy   REF: Conceptual   OBJ: TYPE: LO 1
    NAT: AACSB Reflective Thinking | Leadership Principles

2. Describe the Big Five personality dimensions.

    ANS:
    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.

    PTS: 1   DIF: Medium   REF: Conceptual   OBJ: TYPE: LO 2
    NAT: AACSB Reflective Thinking | Individual Dynamics

3. Explain the universality of traits of effective leaders.

    ANS:
    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.

    PTS: 1   DIF: Medium   REF: Conceptual   OBJ: TYPE: LO 3
    NAT: AACSB Reflective Thinking | Leadership Principles

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

   ANS:
   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.

   PTS: 1   DIF: Medium   REF: Conceptual   OBJ: TYPE: LO 4
   NAT: AACSB Reflective Thinking | Leadership Principles

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

   ANS:
   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.

   PTS: 1   DIF: Medium   REF: Conceptual   OBJ: TYPE: LO 5
   NAT: AACSB Reflective Thinking | Leadership Principles

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

   ANS:
   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.

   PTS: 1   DIF: Hard   REF: Conceptual   OBJ: TYPE: LO 6
   NAT: AACSB Reflective Thinking | Leadership Principles

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

   ANS:
   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.

   PTS: 1   DIF: Medium   REF: Conceptual   OBJ: TYPE: LO 7
   NAT: AACSB Reflective Thinking | Leadership Principles

8. Compare the three levels of moral development.

    ANS:
    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.

    PTS: 1   DIF: Medium   REF: Conceptual   OBJ: TYPE: LO 8
    NAT: AACSB Ethics | Ethical Responsibilities

9. Explain the stakeholder approach to ethics.

    ANS:
    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.

    PTS: 1   DIF: Medium   REF: Conceptual   OBJ: TYPE: LO 9
    NAT: AACSB Ethics | Ethical Responsibilities

REVIEW QUESTIONS (Concepts)

1. What are the Big Five dimensions of traits?

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

    PTS: 1   DIF: Easy   REF: Conceptual   OBJ: TYPE: RQ 1
    NAT: AACSB Reflective Thinking | Individual Dynamics

2. What is the primary use of personality profiles?

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

    PTS: 1   DIF: Medium   REF: Conceptual   OBJ: TYPE: RQ 2
    NAT: AACSB Reflective Thinking | Individual Dynamics

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

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

    PTS: 1   DIF: Easy   REF: Conceptual   OBJ: TYPE: RQ 3
    NAT: AACSB Reflective Thinking | Individual Dynamics

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

    ANS:
    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.

    PTS: 1   DIF: Easy   REF: Conceptual   OBJ: TYPE: RQ 4
    NAT: AACSB Reflective Thinking | Leadership Principles

5. What does intelligence have to do with leadership?

    ANS:
    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.

    PTS: 1   DIF: Easy   REF: Conceptual   OBJ: TYPE: RQ 5
    NAT: AACSB Reflective Thinking | Leadership Principles

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

    ANS:
    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.

    PTS: 1   DIF: Medium   REF: Conceptual   OBJ: TYPE: RQ 6
    NAT: AACSB Reflective Thinking | Leadership Principles

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

    ANS:
    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.

    PTS: 1   DIF: Medium   REF: Conceptual   OBJ: TYPE: RQ 7
    NAT: AACSB Reflective Thinking | Individual Dynamics

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

ANS:
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.

PTS: 1   DIF: Medium   REF: Conceptual   OBJ: TYPE: RQ 8
NAT: AACSB Reflective Thinking | Leadership Principles

9. How do attitudes develop leadership styles?

ANS:
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.

PTS: 1   DIF: Medium   REF: Conceptual   OBJ: TYPE: RQ 9
NAT: AACSB Reflective Thinking | Leadership Principles

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

ANS:
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.

PTS: 1   DIF: Hard   REF: Conceptual   OBJ: TYPE: RQ 10
NAT: AACSB Ethics | Ethical Responsibilities

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

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

PTS: 1   DIF: Medium   REF: Conceptual   OBJ: TYPE: RQ 11
NAT: AACSB Ethics | Ethical Responsibilities

12. Why do people justify their unethical behavior?

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

PTS: 1   DIF: Easy   REF: Conceptual   OBJ: TYPE: RQ 12
NAT: AACSB Ethics | Ethical Responsibilities

SHORT ANSWER (Concepts)

1. Describe the Big Five personality dimensions.

ANS:
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.

PTS: 1   DIF: Medium   REF: Conceptual   OBJ: 2
NAT: AACSB Reflective Thinking | Individual Dynamics

2. What is the primary use of personality profiles?

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

PTS: 1   DIF: Medium   REF: Conceptual   OBJ: 2
NAT: AACSB Reflective Thinking | Individual Dynamics

3. Explain the universality of traits of effective leaders.

ANS:
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.

PTS: 1   DIF: Medium   REF: Conceptual   OBJ: 3
NAT: AACSB Reflective Thinking | Leadership Principles

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

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

PTS: 1   DIF: Easy   REF: Conceptual   OBJ: 3
NAT: AACSB Reflective Thinking | Individual Dynamics

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

    ANS:
    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.

    PTS: 1   DIF: Easy   REF: Conceptual   OBJ: 3
    NAT: AACSB Reflective Thinking | Leadership Principles

6. What does intelligence have to do with leadership?

    ANS:
    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.

    PTS: 1   DIF: Easy   REF: Conceptual   OBJ: 3
    NAT: AACSB Reflective Thinking | Leadership Principles

7. Describe the components of emotional intelligence.

    ANS:
    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.

    PTS: 1   DIF: Medium   REF: Conceptual   OBJ: 3
    NAT: AACSB Reflective Thinking | Individual Dynamics

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

    ANS:
    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.

    PTS: 1   DIF: Medium   REF: Conceptual   OBJ: 3
    NAT: AACSB Reflective Thinking | Individual Dynamics

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

    ANS:
    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.

    PTS: 1   DIF: Medium   REF: Conceptual   OBJ: 4
    NAT: AACSB Reflective Thinking | Leadership Principles

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

    ANS:
    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.

    PTS: 1   DIF: Medium   REF: Conceptual   OBJ: 5
    NAT: AACSB Reflective Thinking | Leadership Principles

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

    ANS:
    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.

    PTS: 1   DIF: Medium   REF: Conceptual   OBJ: 5
    NAT: AACSB Reflective Thinking | Individual Dynamics

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

    ANS:
    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.

    PTS: 1   DIF: Medium   REF: Conceptual   OBJ: 5
    NAT: AACSB Reflective Thinking | Leadership Principles

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

    ANS:
    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.

    PTS: 1   DIF: Hard   REF: Conceptual   OBJ: 6
    NAT: AACSB Reflective Thinking | Leadership Principles

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

    ANS:
    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.

    PTS: 1   DIF: Medium   REF: Conceptual   OBJ: 7
    NAT: AACSB Reflective Thinking | Leadership Principles

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

    ANS:
    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.

    PTS: 1   DIF: Hard   REF: Conceptual   OBJ: 8
    NAT: AACSB Ethics | Ethical Responsibilities

16. Compare the three levels of moral development.

     ANS:
     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.

     PTS: 1   DIF: Medium   REF: Conceptual   OBJ: 8
     NAT: AACSB Ethics | Ethical Responsibilities

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

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

     PTS: 1   DIF: Medium   REF: Conceptual   OBJ: 8
     NAT: AACSB Ethics | Ethical Responsibilities

18. Why do people justify their unethical behavior?

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

     PTS: 1   DIF: Easy   REF: Conceptual   OBJ: 8
     NAT: AACSB Ethics | Ethical Responsibilities

19. Explain the stakeholder approach to ethics.

     ANS:
     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.

     PTS: 1   DIF: Medium   REF: Conceptual   OBJ: 9
     NAT: AACSB Ethics | Ethical Responsibilities

APPLYING THE CONCEPT (Applications)

1. A shipment is behind schedule and the manager is running around yelling at employees to get the job done. This behavior is characteristic of which of the Big Five personality dimensions?
   a. surgency
   b. agreeableness
   c. adjustment
   d. conscientiousness
   e. openness to experience

   ANS:
   C

   PTS: 1   DIF: Medium   REF: Applications   OBJ: TYPE: AC 1
   NAT: AACSB Analytic | Leadership Principles

2. An employee has come to the manager with a complaint. The manager is listening carefully showing concern and support for the employee. This behavior is characteristic of which of the Big Five personality dimensions?
   a. surgency
   b. agreeableness
   c. adjustment
   d. conscientiousness
   e. openness to experience

   ANS:
   B

   PTS: 1   DIF: Medium   REF: Applications   OBJ: TYPE: AC 1
   NAT: AACSB Analytic | Leadership Principles

3. An employee came to the manager and suggested a different way for the department to process the work. The manager has the employees using the new process to see if it works. This behavior is characteristic of which of the Big Five personality dimensions?
   a. surgency
   b. agreeableness
   c. adjustment
   d. conscientiousness
   e. openness to experience

   ANS:
   E

   PTS: 1   DIF: Easy   REF: Applications   OBJ: TYPE: AC 1
   NAT: AACSB Analytic | Leadership Principles

4. An employee occasionally comes to work late and makes errors. The employee consistently has an excuse as to why it's not his fault for being late and for errors. This behavior is characteristic of which personality trait?

    a. dominance   d. internal locus of control   g. intelligence
    b. high energy   e. stability   h. flexibility
    c. self-confidence   f. integrity   i. sensitivity to others

    ANS:
    D

    PTS: 1   DIF: Medium   REF: Applications   OBJ: TYPE: AC 2
    NAT: AACSB Analytic | Individual Dynamics

5. An employee comes to department meetings and consistently gives suggestions, volunteers to complete new tasks for the group, presents new ideas but is very open to others, and is willing to challenge others' ideas. This behavior is characteristic of which personality trait?

    a. dominance   d. internal locus of control   g. intelligence
    b. high energy   e. stability   h. flexibility
    c. self-confidence   f. integrity   i. sensitivity to others

    ANS:
    C

    PTS: 1   DIF: Medium   REF: Applications   OBJ: TYPE: AC 2
    NAT: AACSB Analytic | Individual Dynamics

6. An employee regularly works in small groups with other employees. This employee is always willing to play a key role for the group to influence the members to do things his or her way. This behavior is characteristic of which personality trait?

    a. dominance   d. internal locus of control   g. intelligence
    b. high energy   e. stability   h. flexibility
    c. self-confidence   f. integrity   i. sensitivity to others

    ANS:
    A

    PTS: 1   DIF: Medium   REF: Applications   OBJ: TYPE: AC 2
    NAT: AACSB Analytic | Individual Dynamics

7. A department works as a team and one employee consistently does less work than others yet exaggerates his or her participation. The team members are sure not to let this employee have a responsible role in projects. This behavior is characteristic of which personality trait?

a. dominance   d. internal locus of control   g. intelligence
b. high energy   e. stability   h. flexibility
c. self-confidence   f. integrity   i. sensitivity to others

ANS:
F

PTS: 1   DIF: Medium   REF: Applications   OBJ: TYPE: AC 2
NAT: AACSB Analytic | Individual Dynamics

8. An organization wants its employees to be able to handle their day-to-day challenges without having to go to the managers for the answers. This behavior that they want employees to improve in is characteristic of which personality trait?

a. dominance   d. internal locus of control   g. intelligence
b. high energy   e. stability   h. flexibility
c. self-confidence   f. integrity   i. sensitivity to others

ANS:
G

PTS: 1   DIF: Hard   REF: Applications   OBJ: TYPE: AC 2
NAT: AACSB Analytic | Individual Dynamics

9. An employee consistently comes to work early and leaves late. No matter if the employee wants or likes the task assigned by the manager, he or she gives 100 percent. This behavior is characteristic of a high need for which of the following?

a. achievement
b. power
c. affiliation

ANS:
A

PTS: 1   DIF: Easy   REF: Applications   OBJ: TYPE: AC 3
NAT: AACSB Analytic | Individual Dynamics

10. You are starting a task force to solve a problem. You have selected the team members and are deciding on which person to place in the role of chair to run the group. You should give strong consideration to selecting a chairperson with a high need for which of the following?
    a. achievement
    b. power
    c. affiliation

    ANS:
    B

    PTS: 1   DIF: Medium   REF: Applications   OBJ: TYPE: AC 3
    NAT: AACSB Analytic | Leadership Principles

11. You have been orienting and training new employees in your department. You have decided that you will delegate this task to one of your employees. You should give strong consideration to selecting a person to do this job with a high need for which of the following?
    a. achievement
    b. power
    c. affiliation

    ANS:
    C

    PTS: 1   DIF: Hard   REF: Applications   OBJ: TYPE: AC 3
    NAT: AACSB Analytic | Leadership Principles

WORK APPLICATIONS (Applications)

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?

   ANS:
   Students' answers will vary.

   PTS: 1   DIF: Hard   REF: Applications   OBJ: TYPE: WA 1
   NAT: AACSB Reflective Thinking | Individual Dynamics

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.

   ANS:
   Students' answers will vary.

   PTS: 1   DIF: Medium   REF: Applications   OBJ: TYPE: WA 2
   NAT: AACSB Reflective Thinking | Leadership Principles

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.

    ANS:
    Students' answers will vary.

    PTS: 1   DIF: Medium   REF: Applications   OBJ: TYPE: WA 3
    NAT: AACSB Reflective Thinking | Individual Dynamics

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.

    ANS:
    Students' answers will vary.

    PTS: 1   DIF: Medium   REF: Applications   OBJ: TYPE: WA 4
    NAT: AACSB Reflective Thinking | Individual Dynamics

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.

    ANS:
    Students' answers will vary.

    PTS: 1   DIF: Medium   REF: Applications   OBJ: TYPE: WA 5
    NAT: AACSB Reflective Thinking | Individual Dynamics

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

    ANS:
    Students' answers will vary.

    PTS: 1   DIF: Medium   REF: Applications   OBJ: TYPE: WA 6
    NAT: AACSB Reflective Thinking | Leadership Principles

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.

    ANS:
    Students' answers will vary.

    PTS: 1   DIF: Easy   REF: Applications   OBJ: TYPE: WA 7
    NAT: AACSB Reflective Thinking | Motivation Concepts

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.

   ANS:
   Students' answers will vary.

   PTS: 1   DIF: Medium   REF: Applications   OBJ: TYPE: WA 8
   NAT: AACSB Reflective Thinking | Leadership Principles

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

   ANS:
   Students' answers will vary.

   PTS: 1   DIF: Medium   REF: Applications   OBJ: TYPE: WA 9
   NAT: AACSB Ethics | Ethical Responsibilities

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

    ANS:
    Students' answers will vary.

    PTS: 1   DIF: Medium   REF: Applications   OBJ: TYPE: WA 10
    NAT: AACSB Ethics | Ethical Responsibilities

COMMUNICATION SKILLS (Skills)

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

   ANS:
   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.

   PTS: 1   DIF: Medium   REF: Skills   OBJ: TYPE: CS 1
   NAT: AACSB Analytic | Individual Dynamics

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

   ANS:
   Yes.
   Students' answers will vary.

   PTS: 1   DIF: Medium   REF: Skills   OBJ: TYPE: CS 2
   NAT: AACSB Reflective Thinking | Leadership Principles

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?

ANS:
Students' answers will vary.

PTS: 1   DIF: Medium   REF: Skills   OBJ: TYPE: CS 3
NAT: AACSB Reflective Thinking | Motivation Concepts

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

ANS:
Generally, the answer is yes.

PTS: 1   DIF: Medium   REF: Skills   OBJ: TYPE: CS 4
NAT: AACSB Ethics | Ethical Responsibilities

5. Can ethics be taught and learned?

ANS:
Students' answers will vary.

PTS: 1   DIF: Medium   REF: Skills   OBJ: TYPE: CS 5
NAT: AACSB Ethics | Ethical Responsibilities

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

ANS:
Students' answers will vary.

PTS: 1   DIF: Medium   REF: Skills   OBJ: TYPE: CS 6
NAT: AACSB Ethics | Ethical Responsibilities
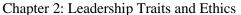
7. As related to the simple guide to ethical behavior, how do you want to be led?

ANS:
Students' answers will vary.

PTS: 1   DIF: Easy   REF: Skills   OBJ: TYPE: CS 7
NAT: AACSB Ethics | Ethical Responsibilities

SKILL-DEVELOPMENT EXERCISES (Skills)

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?

    ANS:
    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.

    PTS: 1   DIF: Hard   REF: Skills   OBJ: SD 2
    NAT: AACSB Reflective Thinking | Individual Dynamics