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Chapter 02: Traits, Behaviors, and Relationships

1. The contingency approach to leadership sought to identify the traits leaders possessed that distinguished them from people who were not leaders.

a. True

b. False

ANSWER: False

RATIONALE: The Great Man approach sought to identify the traits leaders possessed that distinguished them from people who were not leaders. Research early in the twentieth century examined leaders who had achieved a level of greatness and this field of study became known as the Great Man approach.

POINTS: 1

DIFFICULTY: Easy

REFERENCES: p. 46

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: 2-1 - Outline some personal traits and characteristics that are associated with effective leaders.

NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking

STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence

TOPICS: 2-1 The Trait Approach

KEYWORDS: Bloom's: Comprehension

2. Traits typically considered highly important for leadership are optimism, self-confidence, honesty, integrity, and drive.

a. True

b. False

ANSWER: True

RATIONALE: Many researchers contend that certain traits are essential to effective leadership, but only in combination with other factors. Traits typically considered highly important for leadership are optimism, self-confidence, honesty, integrity, and drive.

POINTS: 1

DIFFICULTY: Easy

REFERENCES: p. 47

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: 2-1 - Outline some personal traits and characteristics that are associated with effective leaders.

NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking

STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence

TOPICS: 2-1 The Trait Approach

KEYWORDS: Bloom's: Knowledge

3. A research study by Met Life found that applicants who score high on optimism made 21 percent more sales their first year.

a. True

b. False

ANSWER: True

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RATIONALE: The value of optimism is revealed in a finding by Met Life that applicants who failed the regular sales aptitude test but scored high on optimism made 21 percent more sales in their first year and 57 percent more sales in their second year than those who passed the sales test but scored high on pessimism.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 47
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-1 - Outline some personal traits and characteristics that are associated with effective leaders.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Knowledge

4. Self-confidence doesn't mean being arrogant and prideful but rather knowing and trusting in oneself.
a. True
b. False
ANSWER: True
RATIONALE: Leaders who know themselves develop self-confidence, which is general assurance in one's own judgments, decision-making, ideas, and capabilities. Self-confidence doesn't mean being arrogant and prideful but rather knowing and trusting in oneself.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 49
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-1 - Outline some personal traits and characteristics that are associated with effective leaders.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Knowledge

5. The myth of a "complete leader" can cause stress and frustration for leaders and followers, as well as damage to the organization.
a. True
b. False
ANSWER: True
RATIONALE: Some people tend to think a leader should have a complete set of skills, characteristics, and abilities to handle any problem, challenge, or opportunity that comes along. This myth of the "complete leader" can cause stress and frustration for leaders and followers, as well as damage to the organization.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 53

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QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-2 - Identify your own traits that you can transform into strengths and being to various leadership roles.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-2 Know Your Strengths
KEYWORDS: Bloom's: Comprehension

6. Talent arises from a strength that has been supported and reinforced with knowledge and skills.
   a. True
   b. False
ANSWER: False
RATIONALE: A strength arises from a natural talent that has been supported and reinforced with knowledge and skills. Talents can be thought of as innate traits and naturally recurring patterns of thought, feeling, and behavior.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: pp. 53
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-2 - Identify your own traits that you can transform into strengths and being to various leadership roles.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-2 Know Your Strengths
KEYWORDS: Bloom's: Knowledge

7. People excel in life by fixing their weaknesses, not by maximizing their strengths.
   a. True
   b. False
ANSWER: False
RATIONALE: You excel in life by maximizing your strengths, not by fixing your weaknesses. When you live and work from your strengths, you are more motivated, competent, and satisfied.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 54
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-2 - Identify your own traits that you can transform into strengths and being to various leadership roles.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-2 Know Your Strengths
KEYWORDS: Bloom's: Comprehension

8. In democratic leadership, a leader centralizes authority and makes all decisions with little or no input from

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subordinates.

a. True

b. False

ANSWER: False

RATIONALE: Autocratic leader tends to centralize authority and make all the decisions with little or no input from subordinates.

POINTS: 1

DIFFICULTY: Easy

REFERENCES: pp. 56

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: 2-3 - Recognize autocratic versus democratic leadership behavior and the distinction between task oriented and people-oriented leader behavior.

NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking

STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence

TOPICS: 3-3 Behavior Approaches

KEYWORDS: Bloom's: Knowledge

9. Screening for the humility trait among candidates for hiring or promotions is a good indicator of a collaborative and higher-performing employee.

a. True

b. False

ANSWER: True

RATIONALE: Some companies, including apparel company Patagonia and Mumbai-based Indian Hotels, which operates the luxury Taj Hotels in the United States, have started screening for humility among candidates for jobs or promotions because humble people are more inclusive and collaborative, inspire better teamwork, and promote more rapid learning and higher performance.

POINTS: 1

DIFFICULTY: Easy

REFERENCES: p. 51

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: 2-1 - Outline some personal traits and characteristics that are associated with effective leaders.

NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking

STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence

TOPICS: 2-1 The Trait Approach

KEYWORDS: Bloom's: Comprehension

10. Leaders that are dependent are often seen as effective.

a. True

b. False

ANSWER: False

RATIONALE: Interdependence is the key to effective leadership.

POINTS: 1

DIFFICULTY: Easy

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REFERENCES: p. 53
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-2 - Identify your own traits that you can transform into strengths and bring to various leadership roles.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-2 Know Your Strengths
KEYWORDS: Bloom's: Knowledge

11. In the context of the trait approach to leadership, the diversity of traits that effective leaders possess indicates that:
    a. leadership includes grasping diverse points of view and leaving everybody satisfied.
    b. leadership ability is not a genetic endowment.
    c. leadership ability cannot be acquired without a complete set of skills.
    d. leadership includes being prideful and arrogant.

ANSWER: b
RATIONALE: Generally, research found only a weak relationship between personal traits and leader success. Indeed, the diversity of traits that effective leaders possess indicates that leadership ability is not a genetic endowment.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 46
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-1 - Outline some personal traits and characteristics that are associated with effective leaders.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Comprehension

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12. According to the trait approach to leadership, which of the following is categorized as a social characteristic of leaders?
    a. Optimism
    b. Knowledge
    c. Cooperativeness
    d. Humility

ANSWER: c
RATIONALE: Exhibit 2.1 presents some of the traits and their respective categories that have been identified through trait research over the years. Social characteristics include sociability, interpersonal skills, cooperativeness, ability to enlist cooperation, tact, and diplomacy.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: pp. 48
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False

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LEARNING OBJECTIVES: 2-1 - Outline some personal traits and characteristics that are associated with effective leaders.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
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TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Analysis

13. _____ refers to a tendency to see the positive side of things and expect that things will turn out well.
    a. Integrity
    b. Honesty
    c. Drive
    d. Optimism

ANSWER: d
RATIONALE: Optimism refers to a tendency to see the positive side of things and expect that things will turn out well. Numerous surveys indicate that optimism is the single characteristic most common to top executives.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 47
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-1 - Outline some personal traits and characteristics that are associated with effective leaders.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Knowledge

14. Which statement is true of self-confidence?
    a. It includes being arrogant and prideful.
    b. It causes one to become jaded and pessimistic.
    c. It involves managing competing points of view.
    d. It includes knowing and trusting in oneself.

ANSWER: d
RATIONALE: Leaders who know themselves develop self-confidence, which is general assurance in one's own judgments, decision-making, ideas, and capabilities. Self-confidence doesn't mean being arrogant and prideful but rather knowing and trusting in oneself.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 49
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-1 - Outline some personal traits and characteristics that are associated with effective leaders.
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TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Comprehension

15. People in organizations rise to the top because they:
    a. refrain from creating hopes that things will turn out well.
    b. have the ability to identify problems.
    c. can instill in others a sense of hope for the future.
    d. are always cautious when interpreting situations.

ANSWER: c
RATIONALE: People in organization rise to the top because they have the ability to see opportunities where others see problems and can instill in others a sense of hope for the future. Numerous surveys indicate that optimism is the single characteristic most common to top executives.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 47
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-1 - Outline some personal traits and characteristics that are associated with effective leaders.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Comprehension

16. Which of the following is an important aspect that should be kept in mind by active leaders?
    a. Uniform thinking should be encouraged among employees.
    b. Decision-making should be avoided if adequate information is not available.
    c. Setbacks have to be managed with a pessimistic mindset.
    d. Competing points of view have to be managed, with some people left unsatisfied.

ANSWER: d
RATIONALE: Leaders initiate change, and they often must make decisions without adequate information. Competing points of view have to be managed, with some people left unsatisfied.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 49
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-1 - Outline some personal traits and characteristics that are associated with effective leaders.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Comprehension

17. Which statement is true of finding which traits or behaviors can be turned into strengths?
    a. Leaders recommend doing a job you dislike.

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b. Leaders recommend doing what fits natural interests and abilities.

c. Leaders recommend taking on all work, even projects in which others find of no interest.

d. Leaders recommend doing what is uncomfortable and uninteresting.

ANSWER: b

RATIONALE: Warren Buffett recommends that people do what fits their natural interests and abilities, which is reflected in the work they like to do. His career advice is to find work or a career that one truly enjoys and fits one's strengths and mental wiring.

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: p. 54

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 2-2 - Identify your own traits that you can transform into strengths and bring to various leadership roles.

NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking

STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence

TOPICS: 2-2 Know Your Strengths

KEYWORDS: Bloom's: Comprehension

18. Which statement is true of honesty?

a. It refers to high motivation that creates a high effort level by a leader.

b. It implies an openness that followers welcome.

c. It helps leaders interpret situations in more conservative ways.

d. It includes a complete set of skills and characteristics to handle any problem.

ANSWER: b

RATIONALE: Honesty refers to truthfulness and nondeception. It implies an openness that followers welcome.

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: p. 49

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 2-1 - Outline some personal traits and characteristics that are associated with effective leaders.

NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking

STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence

TOPICS: 2-1 The Trait Approach

KEYWORDS: Bloom's: Comprehension

19. Which statement is true of talents?

a. Talents include having a complete set of skills and abilities to handle any problem.

b. Talents can be turned into strengths by consciously enhancing them.

c. Talents are not mere aspects of one's potential.

d. Talents arise from natural strengths.

ANSWER: b

RATIONALE: Talents can be thought of as innate traits and naturally recurring patterns of thought, feeling,

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and behavior. Once recognized, talents can be turned into strengths by consciously developing and enhancing them with learning and practice.

POINTS: 1
DIFFICULTY: Moderate
REFERENCES: pp. 53-54
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-2 - Identify your own traits that you can transform into strengths and bring to various leadership roles.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-2 Know Your Strengths
KEYWORDS: Bloom's: Comprehension

20. Which of the following is not a leadership characteristic of humility?
    a. They don't have the strong position power of the collaborative role.
    b. They have a modest ego.
    c. They have openness to learning from others.
    d. They have a clear and accurate self-awareness.

ANSWER: a
RATIONALE: Humility means being unpretentious and modest rather than arrogant and prideful. Leader humility incorporates five essential characteristics:1. A clear and accurate self-awareness. 2. An appreciation of others and recognition of the contributions of others. 3. An openness to learning from others. 4. A modest ego and low self-focus. 5. An orientation toward serving others.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 50
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-1 - Outline some personal traits and characteristics that are associated with effective leaders.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
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TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Analysis

21. Which of the following is a characteristic of democratic leaders?
    a. They possess delegate authority to others and relies on others to complete tasks.
    b. They centralize authority and make all decision with little input from others.
    c. They scrutinize employees' work.
    d. They make sure everything is done according to rules and standards.

ANSWER: a
RATIONALE: A democratic leader delegates authority to others, encourages participation, and relies on subordinates' knowledge for completion of tasks.
POINTS: 1
DIFFICULTY: Moderate

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REFERENCES: p. 56
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-3 - Recognize autocratic versus democratic leadership behaviors and the distinction between task-oriented and people-oriented leader behavior.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Analysis

22. Which of the following is an example of consideration behavior of leaders?
    a. Directing tasks and planning
    b. Providing explicit schedules for work activities
    c. Seeking input from subordinates regarding important decisions
    d. Getting people to work hard and ruling with an iron hand

ANSWER: c
RATIONALE: Consideration, a category of leader behavior, describes the extent to which a leader cares about subordinates, respects their ideas and feelings, and establishes mutual trust. Showing appreciation, listening carefully to problems, and seeking input from subordinates regarding important decisions are all examples of consideration behaviors.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 58
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-3 - Recognize autocratic versus democratic leadership behaviors and the distinction between task-oriented and people-oriented leader behavior.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Application

23. Which of the following is an example of initiating structure behavior of leaders?
    a. Showing appreciation
    b. Directing tasks
    c. Seeking input from subordinates
    d. Listening carefully to problems

ANSWER: b
RATIONALE: Initiating structure, a category of leader behavior, describes the extent to which a leader is task oriented and directs subordinates' work activities toward goal achievement. This type of leader behavior includes directing tasks, getting people to work hard, planning, providing explicit schedules for work activities, and ruling with an iron hand.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 58
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False

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NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Application

24. Leader support and _____ are the two underlying dimensions of employee-centered leadership behavior.
    a. goal emphasis
    b. efficiency achievement
    c. interaction facilitation
    d. work facilitation

ANSWER: c
RATIONALE: Employee-centered leaders display a focus on the human needs of their subordinates. Leader support and interaction facilitation are the two underlying dimensions of employee-centered behavior.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 60
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-3 - Recognize autocratic versus democratic leadership behaviors and the distinction between task-oriented and people-oriented leader behavior.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Analysis

25. Which of the following is an underlying dimension of job-centered leadership behavior?
    a. Leader support
    b. Interaction facilitation
    c. Conflict minimization
    d. Goal emphasis

ANSWER: d
RATIONALE: The job-centered leader directs activities toward scheduling, accomplishing tasks, and achieving efficiency. Goal emphasis and work facilitation are dimensions of this leadership behavior.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 60
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-3 - Recognize autocratic versus democratic leadership behaviors and the distinction between task-oriented and people-oriented leader behavior.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
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TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Analysis

26. According to the Leadership Grid, _____ occurs when primary emphasis is given to people rather than to work outputs.

a. team management
b. authority-compliance management
c. middle-of-the-road management
d. country club management

ANSWER: d
RATIONALE: Blake and Mouton of the University of Texas proposed a two-dimensional leadership theory called the Leadership Grid that builds on the work of the Ohio State and Michigan studies. Country club management occurs when primary emphasis is given to people rather than to work outputs.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 61
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-3 - Recognize autocratic versus democratic leadership behaviors and the distinction between task-oriented and people-oriented leader behavior.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Comprehension

27. Which of the following is an example of people-oriented leader behavior?

a. Planning use of resources
b. Setting performance expectations
c. Evaluating performance
d. Displaying trust

ANSWER: d
RATIONALE: Refer to Exhibit 2.5. Leaders with people orientation tend to display trust, show acceptance and compassion, acknowledge accomplishments, respect people, be positive, and give time and encouragement.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 62
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-3 - Recognize autocratic versus democratic leadership behaviors and the distinction between task-oriented and people-oriented leader behavior.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
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TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Application

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28. Which of the following is an example of task-oriented leader behavior?
    a. Giving time and encouragement
    b. Showing acceptance and compassion
    c. Acknowledging accomplishments
    d. Checking the progress and quality of work

ANSWER: d
RATIONALE: Refer to Exhibit 2.5. Task-oriented leader behaviors include checking progress and quality of work, clarifying task objectives and job responsibilities, setting performance expectations, planning use of resources, coordinating activities, and evaluating performance.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 61
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-3 - Recognize autocratic versus democratic leadership behaviors and the distinction between task-oriented and people-oriented leader behavior.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Application

29. Which statement is true of individualized leadership?
    a. It adopts a general leadership style that is used with all group members.
    b. It looks at the specific relationship between a leader and each individual follower.
    c. It holds that leaders have particular traits that distinguish them from non-leaders.
    d. It conceptualizes leadership as a single, great individual who can put everything together and influence others to follow along.

ANSWER: b
RATIONALE: Individualized leadership, a more recent approach to leadership behavior research, looks at the specific relationship between a leader and each individual follower. In this view, leadership is a series of dyads, or two-person interactions.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 64
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-4 - Explain how the theory of individualized leadership has broadened the understanding of relationships between leaders and followers.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-4 Individualized Leadership
KEYWORDS: Bloom's: Comprehension

30. Which characteristic was explored by the studies evaluating the characteristics of the leader–member exchange relationship?
    a. Income
    b. Educational qualification

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c. Value agreement

d. Recruitment process

ANSWER: c

RATIONALE: Studies evaluating characteristics of the leader-member exchange relationship explored communication frequency, value agreement, characteristics of followers, job satisfaction, performance, job climate, and commitment.

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: p. 67

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 2-4 - Explain how the theory of individualized leadership has broadened the understanding of relationships between leaders and followers.

NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking

STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence

TOPICS: 2-4 Individualized Leadership

KEYWORDS: Bloom's: Knowledge

31. Which statement is true of individualized leadership?

a. It holds that leadership is a series of dyads, or two-person interactions.

b. It assumes that a leader adopts a general leadership style that is used with all group members.

c. It is based on the notion that leaders should not develop relationships with subordinates.

d. It is against the concept of exchange, what each party gives to and receives from the other.

ANSWER: a

RATIONALE: According to the individualized leadership approach, leadership is a series of dyads, or a series of two-person interactions. The dyadic view focuses on the concept of exchange, what each party gives to and receives from the other.

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: p. 64

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 2-4 - Explain how the theory of individualized leadership has broadened the understanding of relationships between leaders and followers.

NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking

STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence

TOPICS: 2-4 Individualized Leadership

KEYWORDS: Bloom's: Comprehension

32. Which of the following is a difference between leader behavior toward out-group members and in-group members?

a. Leaders assign interesting assignments to out-group subordinates, whereas leaders assign primarily routine jobs to in-group subordinates and monitor their work closely.

b. Leaders usually impose their views on out-group subordinates, whereas leaders sometimes defer to in-group subordinates' opinions.

c. Leaders give specific directives for how to accomplish tasks and attain goals to in-group subordinates whereas leaders trust out-group subordinates to use their own approaches in solving problems.

d. Leaders listen to suggestions and ideas given by in-group subordinates, whereas little interest is shown in

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comments and suggestions given by out-group subordinates.

ANSWER: d

RATIONALE: Refer to Exhibit 2.7. According to the vertical dyad linkage model of individualized leadership, leaders listen to in-group subordinates' suggestions and ideas about how work is done, whereas leaders show little interest in out-group subordinates' comments and suggestions.

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: p. 66

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 2-4 - Explain how the theory of individualized leadership has broadened the understanding of relationships between leaders and followers.

NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking

STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence

TOPICS: 2-4 Individualized Leadership

KEYWORDS: Bloom’s: Comprehension

33. Stage two in the development of the individualized leadership theory explored the _____ in more detail.

a. vertical dyad linkage model

b. partnership building

c. leader–member exchange

d. entrepreneurship model

ANSWER: c

RATIONALE: Stage two in the development of the individualized leadership theory explored the leader-member exchange (LMX) in more detail, discovering that the impact on outcomes depends on how the LMX process develops over time.

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: p. 67

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: 2-4 - Explain how the theory of individualized leadership has broadened the understanding of relationships between leaders and followers.

NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking

STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence

TOPICS: 2-4 Individualized Leadership

KEYWORDS: Bloom’s: Knowledge

34. High-quality leader-member exchange relationships:

a. lead to poor job satisfaction in the long run.

b. have been found to lead to very positive outcomes for the organization.

c. pertain to lesser responsibility and authority in the case of followers.

d. support the sharply differentiated in-group and out-group relationships.

ANSWER: b

RATIONALE: High-quality leader-member exchange (LMX) relationships have been found to lead to very positive outcomes for leaders, followers, work units, and the organization. LMX theory

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proposes that this higher-quality relationship will lead to higher performance and greater job satisfaction for in-group members, and research in general supports this idea.

POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 67
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-4 - Explain how the theory of individualized leadership has broadened the understanding of relationships between leaders and followers.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-4 Individualized Leadership
KEYWORDS: Bloom's: Comprehension

35. The third phase of research in the development of the individualized leadership theory:
    a. evaluated characteristics of the leader–member exchange relationship by exploring communication frequency and value agreement.
    b. focused on whether leaders could develop positive relationships with a large number of followers.
    c. argued for the importance of the dyad formed by a leader with each member of the group.
    d. included the awareness of a relationship between a leader and each individual rather than between a leader and a group of followers.

ANSWER: b
RATIONALE: The third phase of research in the area of individualized leadership focused on whether leaders could develop positive relationships with numerous followers. In this approach, the leader views each person independently and may treat each individual in a different but positive way.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 67
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-4 - Explain how the theory of individualized leadership has broadened the understanding of relationships between leaders and followers.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-4 Individualized Leadership
KEYWORDS: Bloom's: Analysis

36. In the leader-member exchange research study on individualized leadership, leaders were trained to offer the opportunity for a high-quality relationship to all group members. According to this concept, which of the following is true of followers?
    a. The followers were treated in a positive or a negative way depending on their individual performances.
    b. The boon of establishing sharply differentiated in-group and out-group relationships was established.
    c. The followers who responded to the offer dramatically improved their performance.
    d. The in-group subordinates got better and the out-group subordinates got worse at their work respectively.

ANSWER: c
RATIONALE: In the leader-member exchange research study, leaders were trained to offer the opportunity

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for a high-quality relationship to all group members, and the followers who responded to the offer dramatically improved their performance.

POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 67
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-4 - Explain how the theory of individualized leadership has broadened the understanding of relationships between leaders and followers.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-4 Individualized Leadership
KEYWORDS: Bloom's: Knowledge

37. Which statement is true of partnership building?
    a. Leaders will shy away from building individualized relationships with each person.
    b. A leader will build some positive relationships with employees.
    c. It is the second phase in the development of individualized leadership.
    d. Leaders build individualized relationship with each person.

ANSWER: d
RATIONALE: The third phase of research, partnership building, considers whether leaders can build individualized relationships with each person as a way to meet needs for both consideration and structure.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 67-68
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-4 - Explain how the theory of individualized leadership has broadened the understanding of relationships between leaders and followers.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-5 Entrepreneurial Traits and Behaviors
KEYWORDS: Bloom's: Analysis

38. Which of the following is not one of the five points leaders should keep in mind during a crisis?
    a. Build relationships
    b. Communicate
    c. Project calm
    d. Build trust

ANSWER: a
RATIONALE: Leaders have a lot to deal with during a crisis, and the emotional well- being of employees can sometimes get lost among the tremendous variety and complexity of demands on leaders' time. Leaders can keep five points in mind during a crisis: (1) communicate, (2) project calm, (3) show compassion and concern, (4) reduce uncertainty, (5) build trust.
POINTS: 1
DIFFICULTY: Moderate

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REFERENCES: pp. 70-71
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-5 - Describe some key leader traits for handling a crisis.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-5 Leadership Traits during a Crisis
KEYWORDS: Bloom's: Analysis

39. During a crisis, leaders should keep in mind which of the five points?
    a. Overcommunicate using a variety of media methods
    b. Undercommunicate using a variety of media methods
    c. Show no compassion or concern, as it is a sign of weakness
    d. Not to be comfortable with uncertainty

ANSWER: a
RATIONALE: Leaders should probably over-communicate during a crisis, using a variety of media to make sure people hear their messages and that they, in turn, are listening to employees and other constituents.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: pp. 771
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-5 - Describe some key leader traits for handling a crisis.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-5 Leadership Traits during a Crisis
KEYWORDS: Bloom's: Knowledge

40. Which of the following is an example of leadership during the COVID-19 pandemic?
    a. Not offering employees additional support to deal with stress during the pandemic
    b. Having employees work overtime to maintain productivity with limited resources
    c. Laying off employees due immediately
    d. Providing a $1-million COVID relief fund to support employees and their families

ANSWER: d
RATIONALE: When the pandemic hit the United States, Mark Aslett, CEO of aerospace and defense electronics company Mercury Systems, set up a $1-million COVID relief fund to support employees and their families. He then suspended terminations and layoffs, temporarily doubled the overtime pay rate, gave hourly on-site employees a monthly $150 Uber Eats credit they could use to order meals from local restaurants, paid for Care.com subscriptions so employees could arrange for child and senior care for family members, and gave everyone a free one-year subscription to Headspace, a mindfulness and meditation app.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 70
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False

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LEARNING OBJECTIVES: 2-5 - Describe some key leader traits for handling a crisis.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-5 Leadership Traits during a Crisis
KEYWORDS: Bloom's: Comprehension

41. _____ are the distinguishing personal characteristics of a leader, such as intelligence, honesty, self-confidence, and appearance.
ANSWER: Traits
RATIONALE: Traits are the distinguishing personal characteristics of a leader, such as intelligence, honesty, self-confidence, and appearance.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 45
QUESTION TYPE: Completion
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-1 - Outline some personal traits and characteristics that are associated with effective leaders.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Knowledge

42. _____ refers to a person's strong belief that they can successfully accomplish a specific task or outcome.
ANSWER: Self-efficacy
RATIONALE: Self-confidence is related to self-efficacy, which refers to a person's strong belief that they can successfully accomplish a specific task or outcome.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 49
QUESTION TYPE: Completion
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-1 - Outline some personal traits and characteristics that are associated with effective leaders.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Knowledge

43. A(n) _____ arises from a natural talent that has been supported and reinforced with knowledge and skills.
ANSWER: strength
RATIONALE: A strength arises from a natural talent that has been supported and reinforced with knowledge and skills. Talents can be thought of as innate traits and naturally recurring patterns of thought, feeling, and behavior.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 53

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QUESTION TYPE: Completion
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-2 - Identify your own traits that you can transform into strengths and bring to various leadership roles.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-2 Know Your Strengths
KEYWORDS: Bloom's: Knowledge

44. The _____ leader tends to centralize authority and make all the decisions with little or no input from subordinates
ANSWER: autocratic
RATIONALE: An autocratic leader tends to centralize authority and make all the decisions with little or no input from subordinates
POINTS: 1
DIFFICULTY: Easy
REFERENCES: pp. 56
QUESTION TYPE: Completion
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-3 - Recognize autocratic versus democratic leadership behavior and the distinction between task-oriented and people-oriented leader behavior.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Knowledge

45. The _____ describes the extent to which a leader is task oriented and directs subordinates' work activities toward goal achievement.
ANSWER: initiating structure
RATIONALE: Initiating structure describes the extent to which a leader is task oriented and directs subordinates' work activities toward goal achievement. This type of leader behavior includes directing tasks, getting people to work hard, planning, providing explicit schedules for work activities, and ruling with an iron hand.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 58
QUESTION TYPE: Completion
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-3 - Recognize autocratic versus democratic leadership behavior and the distinction between task-oriented and people-oriented leader behavior.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Application

46. _____ is the extent to which a leader is sensitive to subordinates, respects their ideas and feelings, and establishes mutual trust.
ANSWER: Consideration

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RATIONALE: Consideration describes the extent to which a leader cares about subordinates, respects their ideas and feelings, and establishes mutual trust. Showing appreciation, listening carefully to problems, and seeking input from subordinates regarding important decisions are l examples of consideration behaviors.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 58
QUESTION TYPE: Completion
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-3 - Recognize autocratic versus democratic leadership behavior and the distinction between task oriented and people-oriented leader behavior.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Knowledge

47. In the context of leadership styles, _____ leaders display a focus on the human needs of their subordinates.
ANSWER: employee-centered
RATIONALE: In the context of leadership styles, employee-centered leaders display a focus on the human needs of their subordinates. Leader support and interaction facilitation are the two underlying dimensions of employee-centered behavior.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 60
QUESTION TYPE: Completion
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-3 - Recognize autocratic versus democratic leadership behavior and the distinction between task oriented and people-oriented leader behavior.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Knowledge

48. Clarifying job responsibilities is an example of _____ leader behavior.
ANSWER: task-oriented
RATIONALE: Refer to Exhibit 2.5. Task-oriented leader behaviors include clarifying task objectives and job responsibilities, setting performance expectations, planning use of resources, coordinating activities, checking the progress and quality of work, and evaluating performance.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 62
QUESTION TYPE: Completion
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-3 - Recognize autocratic versus democratic leadership behavior and the distinction between task-oriented and people-oriented leader behavior.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence

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TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Application

49. The _____ view of individualized leadership focuses on the concept of exchange--what each party gives to and receives from the other.
ANSWER: dyadic
RATIONALE: Individualized leadership provides a view wherein leadership is a series of dyads, or of two-person interactions. The dyadic view of leadership focuses on the concept of exchange--what each party gives to and receives from the other.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 64
QUESTION TYPE: Completion
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-4 - Explain how the theory of individualized leadership has broadened the understanding of relationships between leaders and followers.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-4 Individualized Leadership
KEYWORDS: Bloom's: Knowledge

50. Cultivating _____ and a sense of community and connectedness is another critical part of leading through a crisis.
ANSWER: Trust
RATIONALE: Cultivating trust and a sense of community and connectedness is another critical part of leading through a crisis.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 71
QUESTION TYPE: Completion
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-5 - Describe some key leader traits for handling a crisis.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-5 Leadership Traits during a Crisis
KEYWORDS: Bloom's: Knowledge

51. Briefly describe the trait approach to leadership.
ANSWER: Traits are the distinguishing personal characteristics of a leader, such as intelligence, honesty, self-confidence, and appearance. Research early in the twentieth century examined leaders who had achieved a level of greatness; this field of study became known as the Great Man approach. Fundamental to this theory was the idea that some people are born with traits that make them natural leaders. The Great Man approach sought to identify the traits leaders possessed that distinguished them from people who were not leaders. Generally, research found only a weak relationship between personal traits and leader success. Indeed, the diversity of traits that effective leaders possess indicates that leadership ability is not a genetic endowment.
POINTS: 1
DIFFICULTY: Moderate

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REFERENCES: p. 45-46
QUESTION TYPE: Subjective Short Answer
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-1 - Outline some personal traits and characteristics that are associated with effective leaders.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Comprehension

52. Briefly explain the importance of knowing your strengths.
ANSWER: A strength arises from a natural talent that has been supported and reinforced with knowledge and skills. One notable thing about understanding your strengths is the philosophy "concentrate on your strengths, not your weaknesses." Although it is important to know your weak points, you excel in life by maximizing your strengths, not by fixing your weaknesses. When you live and work from your strengths, you are more motivated, competent, and satisfied. Strengths are important because you can focus your life around them, and your energy, enthusiasm, and effectiveness can be the basis of your leadership. When people use their talents and strengths, they feel good and enjoy their work without extra effort; hence they are effective and make a positive contribution.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 53-54
QUESTION TYPE: Subjective Short Answer
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-2 - Identify your own traits that you can transform into strengths and being to various leadership roles.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-2 Know Your Strengths
KEYWORDS: Bloom's: Comprehension

53. Briefly describe the theories of a "high-high" leader.
ANSWER: Research into the behavior approach to leadership culminated in two predominate types of leadership behaviors—people-oriented and task-oriented. The findings about two underlying dimensions and the possibility of leaders rated high on both dimensions raise three questions to think about. The first question is whether these two dimensions are the most important behaviors of leadership. Certainly, these two behaviors are important. They capture fundamental, underlying aspects of human behavior that must be considered for organizations to succeed. One reason why these two dimensions are compelling is that the findings are based on empirical research, which means that researchers went into the field to study real leaders across a variety of settings. The second question is whether people orientation and task orientation exist together in the same leader, and how. The grid theory argues that yes, both are present when people work with or through others to accomplish an activity. The third question concerns whether people can transform themselves into leaders high on people- or task orientation. Although "high-high" leadership is not the only effective style, researchers have looked to this kind of leader as a candidate for success in a wide variety of situations.
POINTS: 1
DIFFICULTY: Moderate

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REFERENCES: pp. 62
QUESTION TYPE: Subjective Short Answer
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-3 - Recognize autocratic versus democratic leadership behavior and the distinction between task oriented and people-oriented leader behavior.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Comprehension

54. Briefly describe the difference between the in-group and the out-group in the vertical dyad linkage model of individualized leadership.
ANSWER: Some leaders may spend a disproportionate amount of time with certain people; these ''insiders''are often highly trusted and may obtain special privileges. In the terminology of the VDL model, these people would be considered to participate in an in-group relationship with the leader, whereas other members of the group who did not experience a sense of trust and extra consideration would participate in an out-group relationship. In-group members, those who rated the leader highly had developed close relationships with the leader and often became assistants who played key roles in the functioning of the work unit. Out-group members were not key players in the work unit.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 66
QUESTION TYPE: Subjective Short Answer
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-4 - Explain how the theory of individualized leadership has broadened the understanding of relationships between leaders and followers.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-4 Individualized Leadership
KEYWORDS: Bloom's: Analysis

55. In terms of the stages of development of individualized leadership, briefly describe the leader-member exchange.
ANSWER: Stage two in the development of the individualized leadership theory explored the leader-member exchange (LMX) in more detail, discovering that the impact on outcomes depends on how the LMX process develops over time. Studies evaluating characteristics of the LMX relationship explored communication frequency, value agreement, characteristics of followers, job satisfaction, performance, job climate, and commitment. Leaders typically tend to establish in-group exchange relationships with individuals who have characteristics similar to those of the leader, such as similarity in background, interests, and values, and with those who demonstrate a high level of competence and interest in the job.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: pp. 67
QUESTION TYPE: Subjective Short Answer
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-4 - Explain how the theory of individualized leadership has broadened the understanding of relationships between leaders and followers.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking

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STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-4 Individualized Leadership
KEYWORDS: Bloom's: Analysis

56. Is the Great Man perspective on leadership still in use today?
ANSWER: People still wonder if leadership qualities are genetically endowed. In politics, for example, several members of the Kennedy family and several members of the Bush family have risen to high political offices.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 46
QUESTION TYPE: Essay
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-1 - Outline some personal traits and characteristics that are associated with effective leaders.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Analysis

57. Discuss the aspects of being an ethical leader. Discuss the existence of trust in organizations today.
ANSWER: Leaders who model their ethical convictions through their daily actions command admiration, respect, and loyalty. Honesty and integrity are the foundation of trust between leaders and followers. Sadly, trust is sorely lacking in many organizations following years of corporate scandals and rampant greed. Leaders need the traits of honesty and integrity to rebuild trusting and productive relationships. People today are wary of authority and the deceptive use of power, and they are hungry for leaders who hold high moral standards. Successful leaders have also been found to be highly consistent, doing exactly what they say they will do when they say they will do it. Successful leaders prove themselves trustworthy. They adhere to basic ethical principles and consistently apply them in their leadership.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 49
QUESTION TYPE: Essay
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-1 - Outline some personal traits and characteristics that are associated with effective leaders.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-1 The Trait Approach
KEYWORDS: Bloom's: Comprehension

58. Describe the differences between autocratic leaders and democratic leaders.
ANSWER: One study that served as a precursor to the behavior approach recognized autocratic and democratic leadership styles. An autocratic leader tends to centralize authority and derive power from position, control of rewards, and coercion. A democratic leader delegates authority to others, encourages participation, relies on subordinates' knowledge for completion of tasks, and depends on subordinate respect for influence.

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POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 56
QUESTION TYPE: Essay
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-3 - Recognize autocratic versus democratic leadership behavior and the distinction between task-oriented and people-oriented leader behavior.
NATIONAL STANDARDS: United States - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Analysis

59. Which of the following supervisors demonstrates autocratic behavior?
    a. Baxter gave a bonus to Marshall for outstanding sales for the quarter.
    b. Marcella asked her team to determine a reasonable deadline for the project.
    c. Bernice presented a problem to her team and asked for suggestions.
    d. Jason joined the group in discussing possible solutions to the client's problem.

ANSWER: a
RATIONALE: An autocratic leader is one who tends to centralize authority and derive power from position, control of rewards, and coercion.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 56
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-3 - Recognize autocratic versus democratic leadership behavior and the distinction between task-oriented and people-oriented leader behavior.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic Reflective Thinking - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Application

60. Which of the following supervisors demonstrates consideration?
    a. Jamal listened carefully when Jessica explained why the customer was unhappy.
    b. George instructed his team members to call at last three potential new clients every week.
    c. Samantha assigned part of the project to each team member.
    d. Bella reprimanded Lilly for her tardiness.

ANSWER: a
RATIONALE: Consideration describes the extent to which a leader cares about subordinates, respects their ideas and feelings, and establishes mutual trust. Showing appreciation, listening carefully to problems, and seeking input from subordinates regarding important decisions are all examples of consideration behaviors.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 58

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QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-3 - Recognize autocratic versus democratic leadership behavior and the distinction between task oriented and people-oriented leader behavior.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic Reflective Thinking - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Application

61. If Nancy uses employee-centered leadership, which action is she more likely to perform if a project is behind schedule?

a. Support the team's efforts and settle any conflicts that might be a distraction.
b. Assign more workers to the task
c. Ask the current team members to work longer hours.
d. Restructure the task so it is easier to complete on time.

ANSWER: a
RATIONALE: First, employee-centered leaders display a focus on the human needs of their subordinates. Leader support and interaction facilitation are the two underlying dimensions of employee-centered behavior. This means that in addition to demonstrating support for their subordinates, employee-centered leaders facilitate positive interaction among followers and seek to minimize conflict.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p.60
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-3 - Recognize autocratic versus democratic leadership behavior and the distinction between task oriented and people-oriented leader behavior.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic Reflective Thinking - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-3 Behavior Approaches
KEYWORDS: Bloom's: Application

62. Which action occurs during the first stage of the development of individualized leadership?

a. In-groups and out-groups are created.
b. Leaders create a positive exchange with every subordinate.
c. Each dyad involves a unique exchange independent of other dyads.
d. Leadership is individualized for each subordinate.

ANSWER: a
RATIONALE: Exhibit 2.6 illustrates the development of research in this area. The first stage is the awareness of a relationship between a leader and each individual rather than between a leader and a group of followers.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 65

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QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-4 - Explain how the theory of individualized leadership has broadened the understanding of relationships between leaders and followers.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic Reflective Thinking - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-4 Individualized Leadership
KEYWORDS: Bloom's: Analysis

63. Which of the following is a leadership trait during a crisis?
    a. Compassion
    b. Carelessness
    c. Resistance to change
    d. Untrustworthiness

ANSWER: a
RATIONALE: Another topic of special concern in today's world is what traits and behaviors are important for helping people remain physically, emotionally, and psychologically healthy as well as productive during times of crisis. Leaders can keep five points in mind during a crisis: (1) communicate, (2) project calm, (3) show compassion and concern, (4) reduce uncertainty, (5) build trust.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 70-71
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: 2-5 - Describe some key leader traits for handling a crisis.
NATIONAL STANDARDS: United States - BUSPROG: - Analytic Reflective Thinking - BUSPROG: Reflective Thinking
STATE STANDARDS: United States - AK - DISC: Motivation Concepts - DISC: Environmental Influence
TOPICS: 2-5 Entrepreneurial Traits and Behaviors
KEYWORDS: Bloom's: Analysis

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Instructor Manual

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Leadership Development: Cases for Analysis

Amalgamated Products

Synopsis

Amalgamated Products is a medium-sized manufacturer of consumer products with nonunionized production workers. Ben Jaeger was a plant manager for Amalgamated Products for ten years, and he was very well liked by employees there. They were grateful for the fitness center he built for employees, and they enjoyed the social activities sponsored by the plant several times a year, including company picnics and holiday parties. Ben believed it was important to treat employees properly so they would have a sense of loyalty. Under Ben, the plant had the lowest turnover among the company's five plants, but the second-worst record for costs and production levels. When the company was acquired by another firm, Ben was asked to take early retirement and Phil Jessup was brought in to replace him. Phil had a growing reputation as a manager who could get things done, and he quickly began making changes. Costs were cut by trimming the fitness center at the plant, company picnics and parties, and human relations training programs for supervisors. Phil believed that human relations training was a waste of time; if employees don't want to do the work, get rid of them and find somebody else who does.

Questions

1. *Compare the leadership traits and behaviors of Ben Jaeger and Phil Jessup.*

   Ben Jaegar is an employee-centered or people-oriented boss. Ben shows more interest in people. Employee-centered leaders display a focus on the human needs of their subordinates, as expressed through the dimensions of leader support and facilitating positive interaction among followers.

   Phil Jessup is a job- or task-oriented boss who shows more interest in productivity. Job-centered leaders direct activities towards efficiency, cost cutting, and scheduling,

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as expressed through the dimensions of goal emphasis and work facilitation.

2. *Which leader do you think is more effective? Why? Which leader would you prefer to work for?*

   Students' answers will vary. Some may say that Ben's leadership style would be more effective in the long run and they would prefer working with a leader like Ben. Ben is more democratic, and Phil is more autocratic. An autocratic leader achieves high productivity, but the workers feel hostile and when the boss is absent, they produce less. A work environment that leads to job satisfaction is more democratic than Phil's. In the short run, Phil is more effective in terms of reducing costs and increasing productivity, but in the long term, the high employee turnover will increase company costs.

3. *If you were Phil Jessups' boss, what would you do now?*

   Students' answers will vary. Some may say that Phil's boss should encourage him to change his leadership behavior and become a "high-high" leader. A 9,9 team management style shows the same level of concern for people but takes on completely different characteristics as it joins with a high level of concern for results. There is a general belief that "high-high" leadership is a desirable quality because the leader meets both needs simultaneously.

Transition to Leadership

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Synopsis

Michael Ramos, who became Southwest Regional Manager of Bohen Auto Parts, a major parts sales and service company, saw the transition period before and immediately following his appointment as an exciting new opportunity. During the initial stages of the transition, he met with the outgoing regional manager, receiving his input about ongoing business issues, how current services tallied with the corporation's short-and long-term goals, and what he saw as the strengths and weaknesses of the various stores and personnel within the region. While some meetings took place at the office, most were off-site to provide more opportunities for frank discussion covering procedures, products and services, and individual stakeholders from employees and board members to suppliers and customers.

As a first step of his transition, Ramos sent a lengthy e-mail to all key players on his new leadership team, both as an introduction and a prelude to establishing his vision and transition program. He traveled around the region, meeting with the store managers on his regional team, and held informal meetings with front-line employees. His questions to front-line workers, in particular, had both positive and negative aspects. He discovered that, for most of them, this was more than just a job. Many had worked for the company for a number of years and had a great deal of pride in the company, as well as a deep sense of responsibility toward their customers.

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He also found himself hostage to those who wanted to rant on and on about workplace issues, their training, their bosses, even their customers. Michael also spent time with the marketing staff exploring customer satisfaction levels.

Michael is an idea guy, a hands-on manager whose ideal is the Renaissance man capable of doing many things very well, and he likes to surround himself with similar kinds of people. He generates ideas and expects follow-up and accountability. The leadership model he embraces sets the bar high for him and for everyone who works for him. He looks forward to injecting a new vision and new standards of service throughout the region.

Questions

1. *What do you see as Michael Ramos's leadership traits? Which of these traits do you consider a strength? A weakness? Explain.*

   Students' answers will vary. Some may say that Michael Ramos has self-confidence, the degree to which one is self-assured in judgments, decision making, ideas, and capabilities. Self-confidence doesn't mean being arrogant and prideful but rather knowing and trusting in oneself. Because Michael is initiating a transition program, he will need to bring in changes and take risks. Self-confidence will help him face the upcoming challenges in the transition process. He also has drive; that is, high motivation that creates a high effort level by a leader. Michael finds himself hostage to people's issues and spending a lot of time listening to workers, showing poor time management skills and the an inability to prioritize his tasks in the process. This people-pleasing trait might be detrimental to Michael because he has to get the job done.

2. *What do you think of Michael Ramos's approach to leading the region? How would you characterize his people-oriented versus task-oriented style? Why?*

   Michael is spending a lot of time with the employees, understanding their goals, ideas, opinions, and complaints. He finds himself hostage to those who want to rant about workplace issues, their training, their bosses, even their customers. Michael is a people-oriented leader, which may lead him to ignore his tasks. A 1,9 country club style shows a leader who puts people first, even at the expense of achieving results.

3. *How might an understanding of individualized leadership theory be useful to Ramos with respect to his relationship with marketing versus store personnel?*

   Students' answers will vary. Some may say that Michael knows that he needs to build positive relationships with the team to initiate the transition process. In individualized leadership, a leader develops a unique relationship with each subordinate or group member, which determines how the leader behaves toward the member and how the member responds to the leader. Leadership is a series of two-person interactions. He held informal meetings with front-line employees and was surprised to find people who were eager to talk openly about their goals, ideas,

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opinions, and complaints. He found the time spent with the marketing staff more rewarding. He spoke to them about the customers and retention and promotional strategies. His interaction with the marketing personnel helped him analyze market data for the company.

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Purpose and Perspective of the Chapter

This chapter explains the importance of traits and behaviors in the development of leadership theory and research. Some traits associated with effective leadership include optimism, self-confidence, honesty, and integrity. Many personal traits and abilities have been associated with successful leaders, but traits themselves are not sufficient to guarantee effective leadership. Natural traits and behavior patterns can be developed into strengths. It is important for leaders to recognize their strengths and acknowledge the interdependence that is a key to effective leadership.

Research suggests that different leader strengths might be better suited to different types of leadership roles. The chapter describes three types of roles: operational roles, collaborative roles, and advisory roles. Leaders can be more effective when they are in positions that best match their natural tendencies.

The behavior approach explored autocratic versus democratic leadership, consideration versus initiating structure, employee-centered versus job-centered leadership, and concern for people versus concern for production. The theme of people versus tasks runs through this research, suggesting these are fundamental behaviors through which leaders meet followers' needs. There has been some disagreement in the research about whether a specific leader is either people- or task-oriented or whether one can be both. Today, the consensus is that leaders can achieve a "high-high" leadership style.

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Another approach is the dyad between a leader and each follower. Followers have different relationships with the leader, and the ability of the leader to develop a positive relationship with each follower contributes to team performance. The LMX theory states that high-quality relationships have a positive outcome for leaders, followers, work units, and the organization. Leaders can attempt to build individualized relationships with each person as a way to meet needs for both consideration and structure.

The historical development of leadership theory presented in this chapter introduces important ideas about leadership. Although certain personal traits and abilities indicate a greater likelihood for success in a leadership role, they are not in themselves sufficient to guarantee effective leadership. Behaviors are equally significant. Therefore, the style of leadership demonstrated by an individual greatly determines the outcome of the leadership endeavor. Often, a combination of behavioral styles is most effective. To understand the effects of leadership upon outcomes, the specific relationship behavior between a leader and each follower is also an important consideration.

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Another topic of special concern in today's world is what traits and behaviors are important for helping people remain physically, emotionally, and psychologically healthy as well as productive during times of crisis. Leaders have a lot to deal with during a crisis, and the emotional well-being of employees can sometimes get lost among the tremendous variety and complexity of demands on leaders' time. Leaders can keep five points in mind during a crisis.

Chapter Objectives

The following objectives are addressed in this chapter:

02.01 Outline some personal traits and characteristics that are associated with effective leaders.

02.02 Identify your own traits that you can transform into strengths and bring to a leadership role.

02.03 Recognize autocratic versus democratic leadership behavior and the distinction between task-oriented and people-oriented leader behavior.

02.04 Explain how the theory of individualized leadership has broadened the understanding of relationships between leaders and followers.

02.05 Describe some key leader traits for handling a crisis.

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Key Terms

Traits: the distinguishing personal characteristics of a leader, such as intelligence, honesty, self-confidence, and appearance.

Great Man approach: a leadership perspective that sought to identify the inherited traits leaders possessed that distinguished them from people who were not leaders.

Optimism: a tendency to see the positive side of things and expect that things will turn out well.

Optimism bias: the tendency to underestimate the possibility of experiencing negative events.

Self-confidence: assurance in one's own judgments, decision making, ideas, and capabilities.

Honesty: truthfulness and nondeception.

Integrity: the quality of being whole and integrated and acting in accordance with solid ethical principles.

Strength: a natural talent or ability that has been supported and reinforced with learned knowledge and skills.

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Autocratic: a leader who tends to centralize authority and derive power from position, control of rewards, and coercion.

Democratic: a leader who delegates authority to others, encourages participation, relies on subordinates' knowledge for completion of tasks, and depends on subordinate respect for influence.

Consideration: the extent to which a leader is sensitive to subordinates, respects their ideas and feelings, and establishes mutual trust.

Initiating structure: the extent to which a leader is task oriented and directs subordinates' work activities toward goal achievement.

Employee-centered: a leadership behavior that displays a focus on the human needs of subordinates.

Job-centered: leadership behavior in which leaders direct activities toward efficiency, cost-cutting, and scheduling, with an emphasis on goals and work facilitation.

The Leadership Grid: a two-dimensional leadership model that describes major leadership styles based on measuring both concern for people and concern for production.

Individualized leadership: a theory based on the notion that a leader develops a unique relationship with each subordinate or group member, which determines how the leader behaves toward the member and how the member responds to the leader.

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Vertical dyad linkage (VDL) model: a model of individualized leadership that argues for the importance of the dyad formed by a leader with each member of the group.

Leader–member exchange (LMX): individualized leadership model that explores how leader–member relationships develop over time and how the quality of exchange relationships affects outcomes.

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What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

- New examples to support successful leadership traits.
- New focus on optimism and self-confidence.
- New examples on knowing your strengths and how leaders use strengths.
- New focus on leadership traits during a crisis.
- New Put It Into Practice sections.

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Chapter Outline

The following outline organizes activities (including any existing discussion questions in PowerPoints or other supplements) and assessments by chapter (and therefore by topic), so that you can see how the content relates to the topics covered in the text.

I. The Trait Approach (2-1, PPT Slides 3-7)

Traits are the distinguishing personal characteristics of a leader, such as intelligence, honesty, self-confidence, and appearance. The **Great Man approach** is a leadership perspective that sought to identify the inherited traits leaders possessed that distinguished them from people who were not leaders.

Trait research, as part of leadership studies, has been conducted since the 1940s. Findings suggest that some traits are essential to effective leadership when other factors are present. Exhibit 2.1 presents some of the traits and their respective categories that have been identified through trait research over the years.

a. Optimism and Self-Confidence

Optimism is a tendency to see the positive side of things and expect that things will turn out well. Numerous surveys indicate that optimism is the single characteristic most common to top executives. Leader over-optimism, however, can have a downside. **Optimism bias** is the tendency for people to underestimate the possibility of experiencing negative events. This bias can cause inaccurate strategic projections of costs, demand, and other aspects of planning.

Self-confidence is assurance in one's own judgments, decision-making, ideas, and capabilities. Self-confidence is related to *self-efficacy*, which refers to a person's strong belief that he or she can successfully accomplish a specific task or outcome. Active leaders need self-confidence and optimism to face challenges.

b. Honesty and Integrity

Honesty is truthfulness and nondeception. **Integrity** is the quality of being whole, integrated, and acting in accordance with solid ethical principles. Honesty and integrity are the foundation of trust between leaders and followers.

c. Humility

Humility means being unpretentious and modest rather than arrogant and prideful. Leader humility incorporates five essential characteristics.

1. A clear and accurate self-awareness.
2. An appreciation of others and recognition of the contributions of others.

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3. An openness to learning from others.
4. A modest ego and low self-focus.
5. An orientation toward serving others.

d. Good and Bad Traits as perceived by Followers

Discussion Question #1: *Why is it important for leaders to know their strengths? Do you think leaders should spend equal time learning about their weak points? Why?*

Discussion Question #2: *Suggest some personal traits of leaders you have known. What traits do you believe are most valuable? Why?*

II. Know Your Strengths (2-2, PPT Slides 7-12)

The best leaders recognize their strengths and weaknesses. They use their skills and work with others who have the skills they lack. *Interdependence* is the key to effective leadership.

a. What Are Strengths?

A **strength** is a natural talent or ability that has been supported and reinforced with learned knowledge and skills. Talents are innate traits that can be turned into strengths with learning and practice.

b. How Leaders Can Use Strengths

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Discussion Question #10: *Pick three traits from the list in Exhibit 2.1 that you think would be most valuable for a leader in elementary school. Pick three that you think would be most valuable for a leader in a scientific research organization. Explain your choices.*

III. Behavior Approaches (2-3, PPT Slides 13-23)

Behaviors, unlike traits, can be learned. Several behavior approaches are used by leaders.

a. Autocratic versus Democratic Behaviors

Autocratic leaders tend to centralize authority and derive power from position, control of rewards, and coercion. **Democratic** leaders delegate authority to others, encourage participation, rely on subordinates' knowledge for completion of tasks, and depend on subordinates' respect for influence.

Leadership behavior exists on a continuum reflecting autocratic (boss-centered), democratic (subordinate-centered), and a mix of the two styles, as shown in Exhibit 2.3.

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Discussion Question #4: *What is the difference between trait theories and behavioral theories of leadership?*

Discussion Question #8: *Why would subordinates under a democratic leader perform better in the leader's*

b. Ohio State Studies

One early series of studies on leadership behavior was conducted at The Ohio State University. The analysis of ratings from the studies resulted in two wide-ranging categories of leader behavior:

- **Consideration** is the extent to which a leader is sensitive to subordinates, respects their ideas and feelings, and establishes mutual trust. Showing appreciation, listening carefully to problems, and seeking input from subordinates regarding important decisions are all examples of consideration behaviors.
- **Initiating structure** is the extent to which a leader is task oriented and directs subordinates' work activities toward goal achievement. This type of leader behavior includes directing tasks, getting people to work hard, planning, providing explicit schedules for work activities, and ruling with an iron hand.

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Although many leaders fall along a continuum that includes consideration and initiating structure behaviors, these behavior categories are independent of one another. In other words, a leader can display a high degree of both behavior types or a low degree of both behavior types. Research indicates that all four types of leader style combinations can be effective.

Discussion Question #5: *Would you feel most comfortable using a "consideration" or an "initiating-structure" leadership style? Discuss the reasons for your answer?*

c. University of Michigan Studies

These studies directly compared the behavior of effective and ineffective supervisors. The effectiveness of leaders was determined by productivity of the subordinate group. Two types of leadership behavior were established.

- **Employee-centered** is a leadership behavior that displays a focus on the human needs of subordinates.
- **Job-centered** is leadership behavior in which leaders direct activities toward efficiency, cost-cutting, and scheduling, with an emphasis on goals and work facilitation.

Leaders can be employee-centered or job-centered, but not both. Performance was also influenced by other factors related to the situation.

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d. The Leadership Grid

The Leadership Grid, a two-dimensional leadership model that describes major leadership styles based on measuring both concern for people and concern for production, is shown in Exhibit 2.4.

Five leadership styles are shown.

- *Team management* (9,9): Members work together to accomplish tasks. Considered the best style.
- *Country club management* (1,9): Emphasis is on people rather than work outputs.
- *Authority-compliance management* (9,1): Efficiency in operations is the dominant orientation.
- *Middle-of-the-road management* (5,5): A moderate amount of concern is shown for both people and production.
- *Impoverished management* (1,1): Leaders exert little effort.

e. Theories of a "High-High" Leader

The research into the behavior approach culminated in two predominate types of leadership behaviors—people-oriented and task-oriented. The behavior types are shown in Exhibit 2.5.

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The findings raise three questions:

- Are these two dimensions the most important behaviors of leadership?
- How can people orientation and task orientation exist together in the same leader?
- Can people change themselves into leaders high on people- or task-orientation?

IV. Individualized Leadership (2-4, PPT Slides 24-7)

Individualized leadership is a theory based on the notion that a leader develops a unique relationship with each subordinate or group member, which determines how the leader behaves toward the member and how the member responds to the leader. In this view, leadership is a series of *dyads,* or a series of two-person interactions, that focus on what each party gives to and receives from the other. Exhibit 2.6 illustrates the development of related research.

Three stages are identified:

- Vertical dyad linkage

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- Leader-member exchange
- Partnership building

a. Vertical Dyad Linkage Model

The **vertical dyad linkage (VDL) model** of individualized leadership argues for the importance of the dyad formed by a leader with each member of the group. Exhibit 2.7 describes the interactions a leader has with in-group members versus interactions with out-group members.

Discussion Question #6: *The vertical dyad linkage model suggests that followers respond individually to the leader. If this is so, what advice would you give leaders about displaying people-oriented versus task-oriented behavior?*

b. Leader-Member Exchange

Leader-member exchange (LMX) is an individualized leadership model that explores how leader-member relationships develop over time and how the quality of exchange relationships affects outcomes. Studies have found that the quality of the LMX relationship is substantially higher for in-group members.

c. Partnership Building

Studies have shown that leaders can develop positive relationships with numerous subordinates. TBEXAM.COM

Discussion Question #7: *Does it make sense to you that a leader should develop an individualized relationship with each follower? Explain advantages and disadvantages to this approach.*

V. Leadership Traits During a Crisis (2-5, PPT Slides 31-32**)**

Leaders have much to deal with during a crisis, and the emotional well-being of employees can sometimes get lost among the tremendous variety and complexity of demands on leaders' time. Leaders can keep five points in mind during a crisis.

1. Communicate.
2. Project calm.
3. Show compassion and concern.
4. Reduce uncertainty.
5. Build trust.

Discussion Question #9: *Which leader trait or behavior do you think is most important for handling a crisis such as a pandemic? Explain*

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