Leadership Experience 7th edition Daft Solutions Manual

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CHAPTER 2
Traits, Behaviors, and Relationships

Chapter Outline

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Summary and Interpretation

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 drive. A large number of 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.

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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.

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 says 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 some 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.

Entrepreneurial leadership is of great concern in today's turbulent environment because entrepreneurial leadership is an important source of innovation and change. Entrepreneurial leaders take risks to bring new organizations into being or create novel solutions to competitive challenges confronting existing organizations.

Your Leadership Challenge

After studying this chapter, you should be able to:

- Outline some personal traits and characteristics that are associated with effective leaders.
- Identify your own traits that you can transform into strengths and bring to a leadership role.

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- Distinguish among various roles leaders play in organizations, including operations roles, collaborative roles, and advisory roles, and where your strengths might best fit.
- Recognize autocratic versus democratic leadership behavior and the impact of each.
- Know the distinction between people-oriented and task-oriented leadership behavior and when each should be used.
- Understand how the theory of individualized leadership has broadened the understanding of relationships between leaders and followers.
- Describe some key characteristics of entrepreneurial leaders.

Key Terms and Concepts

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.

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.

Drive: high motivation that creates a high effort level by a leader.

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

Operational role: a vertically oriented leadership role in which an executive has direct control over people and resources and the position power to accomplish results.

Collaborative role: a horizontal leadership role (such as team leader) in which the leader often works behind the scenes and uses personal power to influence others and get things done.

Advisory role: a leadership role that provides advice, guidance, and support to other people and departments in the organization.

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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.

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.

Introduction

Millard S. (Mickey) Drexler made a success of Gap, Old Navy, and the J. Crew brand. Discuss the personal characteristics that helped him succeed in the past. Would the same characteristics help him succeed or make him fail today?

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Annotated Lecture/Outline

Leadership Challenge #1: Outline some personal traits and characteristics that are associated with effective leaders.

2-1. The Trait Approach

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.

Discussion Starter: Ask students to identify positive and negative traits they have encountered. Note that some students might identify habits or actions rather than traits. A trait is something you are, not something you do. For example, a person who is dishonest (a trait) might lie (an action).

Trait research has been part of leadership studies 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.

Exhibit 2.1: Some Leader Characteristics

Teaching Tip: Use Exhibit 2.1 to discuss the positive traits of a leader. Ask students if having too much of a positive trait can be a bad thing. For example, can independence prevent a person from collaborating, or can a desire to lead become bossiness? Balance in the amount of a character trait is important.

2-1a. 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.

Discussion Starter: Ask students if too much optimism can result in a leader who is unprepared when something bad happens.

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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.

New Leader Action Memo: *People generally prefer to follow leaders who are optimistic rather than pessimistic about the future. Complete the questionnaire in Leader's Self-Insight 2.1 to assess your level of optimism.*

Discussion Question #3: *The chapter suggests that optimism is an important trait for a leader, yet some employees complain that optimistic leaders create significant stress because they don't anticipate problems and expect their subordinates to meet unreasonable goals. Do you agree? Why?*

2-1b. 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.

New Leader Action Memo: *As a leader, you can develop the personal traits of self-confidence, integrity, and drive, which are important for successful leadership in every organization and situation. You can work to keep an optimistic attitude and be ethical in your decisions and actions.*

Discussion Starter: Ask students if a leader with integrity could be susceptible to dishonesty in others. Again, balance is important.

2-1c. Drive

Drive is high motivation that creates a high effort level by a leader. Leaders with drive seek achievement, have energy and tenacity, and are frequently perceived as ambitious. A strong drive is also associated with high energy.

In the Lead: Marissa Mayer, Yahoo
Discuss the traits that Marissa Mayer demonstrated in her time at Google and Yahoo. How have these traits helped her to succeed as a leader?

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

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Leadership Challenge #2: Identify your own traits that you can transform into strengths and bring to a leadership role.

2-2. Know Your Strengths

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.

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?*

2-2a. 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.

Leadership Challenge #3: Distinguish among various roles leaders play in organizations, including operations roles, collaborative roles, and advisory roles, and where your strengths might best fit.

2-2b. Matching Strengths with Roles

Different strengths can be matched to different types of leadership roles. Three types of leadership roles are shown in Exhibit 2.2.

Exhibit 2.2: Three Types of Leadership Roles

Teaching Tip: Use Exhibit 2.2 to discuss leadership roles. Ask students to identify traits that are useful in each of the roles.

The **operational role** is a vertically oriented management role in which an executive has direct control over people and resources and the position power to accomplish results. The **collaborative role** is a horizontal leadership role (such as team leader) in which the leader often works behind the scenes and uses personal power to influence others and get things done. The **advisory role** is a leadership role that provides advice, guidance, and support to other people and departments in the organization.

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New Leader Action Memo: *As a leader, you can understand the type of leadership role in which your strengths would be most effective and satisfying. You can pursue an operational, collaborative, or advisory leadership role depending on your natural tendencies.*

Discussion Question #10: *Pick three traits from the list in Exhibit 2.1 that you think would be most valuable for a leader in an operational role. Pick three that you think would be most valuable for a leader in a collaborative role. Explain your choices.*

Leadership Challenge #4: Recognize autocratic versus democratic leadership behavior and the impact of each.

2-3. Behavior Approaches

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

2-3a. Autocratic versus Democratic Behaviors

Autocratic is a leader who tends to centralize authority and derive power from position, control of rewards, and coercion. **Democratic** is a leader who delegates authority to others, encourages participation, relies on subordinates' knowledge for completion of tasks, and depends on subordinate respect for influence.

Consider This: Minimal Leadership
Discuss the behaviors described in this list. How do they fit into a behavior approach?

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

Exhibit 2.3: Leadership Continuum

Teaching Tip: Use Exhibit 2.3 to discuss students' experiences by rating their supervisors on the leadership continuum.

New Leader Action Memo: *As a leader, you can use a democratic leadership style to help followers develop decision-making skills and perform well without close supervision. An autocratic style might be appropriate when there is time pressure or followers have low skill levels.*

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In the Lead: Warren Buffet, Berkshire Hathaway
Warren Buffett is an acknowledged leader. Discuss the traits and behaviors that have made him successful.

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 absence than would subordinates under an autocratic leader?*

Leadership Challenge #5: Know the distinction between people-oriented and task-oriented leadership behavior and when each should be used.

2-3b. 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.

New Leader Action Memo: *Discover your leadership orientation related to consideration and initiating structure by completing the self-assessment exercise in Leader's Self-Insight 2.2.*

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.

In the Lead: Col. Joe D. Dowdy and Maj. Gen. James Mattis, U.S. Marine Corps
Discuss why both leaders were highly respected by followers even though their traits and behaviors are so different.

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

2-3c. University of Michigan Studies

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

Discussion Starter: Ask students to suggest a study that could provide more insight into leadership. For example, students could suggest investigating the effect of social media on leadership.

2-3d. The Leadership Grid

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

Exhibit 2.4: The Leadership Grid® Figure

Teaching Tip: Use Exhibit 2.4 to discuss the five leadership styles.

Five leadership styles are shown.

- *Team management* (9,9): Members work together to accomplish tasks. It's considered the best style.
- *Country club management* (1,9): Emphasis is given to people rather than to work outputs.
- *Authority-compliance management* (9,1): Efficiency in operations is the dominant orientation.

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- *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.

In the Lead: Denise Morrison, Campbell Soup Company, and Michael Arrington, TechCrunch
Discuss the differences in these leaders' traits and behaviors. How did they become successful when their styles are different?

2-3e. 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.

Exhibit 2.5: Themes of Leader Behavior Research

Teaching Tip: Use Exhibit 2.5 to discuss the differences between people-oriented and task-oriented leadership. Ask for a show of hands to indicate which type of behavior is more dominant in their leadership experience.

The findings raise three questions:

- Are these two dimensions the most important behaviors of leadership?
- If and 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?

New Leader Action Memo: *As a leader, you can succeed in a variety of situations by showing concern for both tasks and people. People-oriented behavior is related to higher follower satisfaction, and task-oriented behavior is typically associated with higher productivity.*

Leadership Challenge #6: Understand how the theory of individualized leadership has broadened the understanding of relationships between leaders and followers.

2-4. Individualized Leadership

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.

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Exhibit 2.6: Stages of Development of Individualized Leadership

Teaching Tip: Use Exhibit 2.6 to discuss the development of individualized leadership.

Three stages are identified:

- Vertical dyad linkage
- Leader–member exchange
- Partnership building

2-4a. Vertical Dyad Linkage Model

The **vertical dyad linkage (VDL) model** is a model of individualized leadership that 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.

Exhibit 2.7: Leader Behavior toward In-Group versus Out-Group Members

Teaching Tip: Use Exhibit 2.7 to discuss in-group and out-group relationships. Ask students how common this type of relationship is in the workplace.

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?*

2-4b. 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.

New Leader Action Memo: Answer the questions in Leader's Self-Insight 2.3 to understand how LMX theory applies to your own work experience.

2-4c. Partnership Building

Studies have shown that leaders can develop positive relationships with a large number of subordinates.

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New Leader Action Memo: *As a leader, you can build a positive, individualized relationship with each follower to create an equitable work environment and provide greater benefits to yourself, followers, and the organization.*

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.*

Leadership Challenge #7: Describe some key characteristics of entrepreneurial leaders.

2-5. Entrepreneurial Traits and Behaviors

Entrepreneurship refers to initiating a business venture, organizing the necessary resources, and assuming the associated risks and rewards. Four characteristics are important for entrepreneurs:

- Vision and dissatisfaction with the present
- Ability to get people on board
- Flexibility, openness to feedback, and ability to learn and adapt
- Persistence and execution

Discussion Question #9: *Why is an entrepreneurial leader important to an organization? How is this role different from other leader roles?*

Discussion Questions

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

   Leaders face challenges that go beyond any individual's capabilities. Therefore, the best leaders recognize and hone their strengths, while trusting and collaborating with others to make up for their weak points. Becoming an effective leader requires discovering your unique strengths and capabilities and learning how to make the most of them. Leaders should also learn about their weak points so that they can rely on others to compensate for their weaknesses. For example, a leader who struggles with managing time effectively can get assistance from a follower who excels in time management. Many leaders are hampered by the idea that they should be good at everything.

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

   Students' answers will vary. Some may mention personal traits like courage, self-confidence, good communication skills, and dedication.

3. *The chapter suggests that optimism is an important trait for a leader, yet some employees complain that optimistic leaders create significant stress because they don't anticipate problems and expect their subordinates to meet unreasonable goals. Do you agree? Why?*

   Students' answers will vary. Some may disagree. Leaders at all levels need some degree of optimism to see possibilities even through the thickest fog and rally people around a vision for a better tomorrow. Optimism doesn't mean a lack of problems. It means a positive outlook for solving problems.

4. *What is the difference between trait theories and behavioral theories of leadership?*

   The trait approach, an early effort to understand leadership success, focused on the leader's personal traits, which are distinguishing personal characteristics such as intelligence, values, self-confidence, and appearance. Fundamental to this theory was the idea that some people are born with traits that make them natural leaders. The behavior approach says that anyone who adopts the appropriate behavior can be a good leader. Behaviors can be learned more readily than traits, making leadership accessible to all.

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

   Students' answers will vary. It depends on the project. However, some of them would prefer using both styles as a "high-high" leader. The grid theory argues that people orientation and task orientation in the same leader are present when people work with others to accomplish an activity.

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?*

   Students' answers will vary. Some may say that the subordinates who rate the leader highly would have developed close relationships with the leader and often become assistants who play key roles in the functioning of the work unit. Out-group members are not key players

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in the work unit. The key to developing in-group members is to form one-on-one relationships, which also results in higher job satisfaction and performance.

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.*

   Students' answers will vary. Some may say that a leader should develop an individualized relationship with each follower. One major advantage of this approach is that it leads to higher performance and improved job satisfaction, which allows leaders to rely on followers for assistance and followers to participate in decision making. The major disadvantage of this approach is that following stage three of the leader–member relationship makes it difficult to change the pattern.

8. *Why would subordinates under a democratic leader perform better in the leader's absence than would subordinates under an autocratic leader?*

   The democratic leader shares in decision making and values the opinions of subordinates. Therefore, in the leader's absence, the subordinates have already engaged in decision making and are able to carry on. The autocratic leader does not allow subordinate decision making, and subordinates would be afraid to change their behavior in the absence of the leader. In addition, autocratic leadership is used when there is a great difference in skill level and the subordinates cannot function independently.

9. *Why is an entrepreneurial leader important to an organization? How is this role different from other leader roles?*

   Entrepreneurial leaders are important to an organization because they take risks to create novel solutions to competitive challenges confronting a business, especially the development or enhancement of products and services. Unlike other leader roles, entrepreneurial leadership is a source of innovation and change for established companies. Entrepreneurial leaders proactively pursue new opportunities and translate new ideas into practice. Entrepreneurial leaders display creativity, drive, enthusiasm, and vision for the future. They tend to be persistent and independent. Entrepreneurial leaders are more concerned with innovation and creating new processes than with maintaining the status quo.

10. *Pick three traits from the list in Exhibit 2.1 that you think would be most valuable for a leader in an operational role. Pick three that you think would be most valuable for a leader in a collaborative role. Explain your choices.*

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Students' answers will vary. Some of them may choose the following roles:

Operational Role:

According to Exhibit 2.1, work-related characteristics include drive, desire to excel; dependability; fair-mindedness; and perseverance and tenacity. These traits are valuable for operational leaders who fill vertical management positions in a business. Operational leaders fill traditional line and general management positions in a business, for example. They set goals, establish plans, and get things done primarily through the vertical hierarchy and the use of position power. Operational leaders are doggedly focused on delivering results. They need high self-confidence and tend to be assertive, always pushing forward and raising the bar.

Collaborative Role:

According to Exhibit 2.1, social characteristics include sociability, interpersonal skills; cooperativeness; ability to enlist cooperation; and tact and diplomacy. Leaders in collaborative roles have horizontal responsibilities and include people such as project managers, matrix managers, and team leaders in today's more horizontally organized companies. Collaborative leaders often work behind the scenes, using their personal power to influence others and get things done. Collaborative leaders need excellent people skills in order to network, build relationships, and obtain agreement through personal influence.

Teaching Tools and Exercises

1. **Leader's Bookshelf:** *Give and Take: A Revolutionary Approach to Success*

   In *Give and Take: A Revolutionary Approach to Success*, Adam Grant states that selflessness makes leaders more effective. Grant identifies three basic approaches to others—givers, takers, and matchers. Givers make the most successful leaders.

2. **On the Web:** Go to Leadership501 at www.leadership501.com/ and read *Five Most Important Leadership Traits.*

3. **Discuss the Following Leader:** *Napoleon Bonaparte*

   His brain is among the most perfect that has ever been. His ever ready attention seizes indefatigably upon facts and ideas, which his memory registers and classifies. His imagination plays with them freely, and a state of incessant secret tension enables it tirelessly to produce those political and strategic theses which reveal themselves to him as

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sudden intuitions comparable to that of the mathematician and the poet. This happens especially at night when he wakes up suddenly. He himself speaks of "the moral spark" and "the after-midnight presence of mind."

Out of this physical and intellectual disposition arose that irresistible impulse towards action and domination, which is called his ambition. He saw clearly into himself, "It is said that I am ambitious, but this is an error, or at least my ambition is so intimately allied to my whole being that it cannot be separated from it." It cannot be better expressed. Napoleon is before all else a temperament.

Source: Pieter Geyl, *Napoleon For and Against* (New Haven: Yale University Press, 1968), 422–423.

- Using Exhibit 2.1, *Some Leader Characteristics*, identify the leadership characteristics of Napoleon.
- Napoleon had the ability to rally the French army. Researchers have shown that effective leaders were often identified with exceptional follower performance. What traits made Napoleon's followers support him?
- Could Napoleon be considered a people-oriented, task-oriented, or a "high-high" leader? Explain. This question could be used as an out-of-class library assignment.

4. **Read and Discuss:** Tony Schwartz, "Why Great Leaders See More and Exclude Less," *The New York Times* (October 16, 2015). http://bi.galegroup.com/essentials/search#q=why%20great%20leaders%20see%20more&limiters=documentsOnly^y

5. **Leadership Styles in Action**

Divide the class into two groups. One group works for a leader who has a "consideration" leadership style, while the other works for a leader who has an "initiating-structure" style. Each group has ten minutes to defend its leader by giving reasons and examples.

- Group I: *Consideration* describes the extent to which a leader is sensitive to subordinates, respects their ideas and feelings, and establishes mutual trust (e.g., listening, seeking input, and showing).
- Group II: *Initiating structure* describes the extent to which a leader is task oriented and directs subordinates' work activities toward goal achievement (e.g., directing tasks, planning, and ruling with an iron hand).

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6. **Leadership at Work:** *Your Ideal Leader Traits*

Leadership at Work activities are end-of-chapter text exercises that are also included in MindTap as gradable assignments.

Students' answers will vary. Students will likely choose positive character traits that they already have or hope to develop.

Leadership Development: Cases for Analysis

Consolidated Products

Synopsis

Consolidated Products is a medium-sized manufacturer of consumer products. Ben Samuels was a plant manager who was well liked by employees. They were grateful for the fitness center, 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 but the second worst record for costs and production levels. He was asked to take early retirement and Phil Jones replaced him. Phil had a reputation as a manager who could get things done. Supervisors were instructed to establish high-performance standards. Costs were cut by trimming the fitness center, picnics and parties, and training. Phil believed that if workers did not want to work, the company should get rid of them.

Questions

1. *Compare the leadership traits and behaviors of Ben Samuels and Phil Jones.*

   Ben Samuels 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 Jones is a job- or task-oriented boss who shows more interest in productivity. Job-centered leaders direct activities towards efficiency, cost cutting, and scheduling, as expressed through the dimensions of goal emphasis and work facilitation.

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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 Jones' 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 it 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

Synopsis

Michael Collins, who became Southwest Regional Manager of Creighton Auto Parts, saw the transition period before and immediately following his appointment as an exciting new opportunity. During the initial stages of this period, he received inputs on the company's procedures, products and services, and individual stakeholders from the outgoing regional manager. As a first step of his transition, he sent a lengthy e-mail message 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.

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.

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Michael is an idea guy, a hands-on manager who 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 Collins's leadership traits? Which of these traits do you consider a strength? A weakness? Explain.*

   Students' answers will vary. Some may say that Michael Collins 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, 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. He showed poor time management skill and the lack of ability 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 Collins'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 Collins 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 good 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, opinions, and complaints. He found the time spent with the

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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 the market data for the company.

Case Assessment Activities

As an additional resource, Case Assessment Activities are provided in downloadable Word files on the text companion website and as graded assignments in MindTap. These activities include short cases and scenario-based multiple choice questions that assess students' comprehension of chapter concepts. The following open-ended questions accompany these graded assignments and can be used as discussion starters or for additional subjective assessment.

Questions

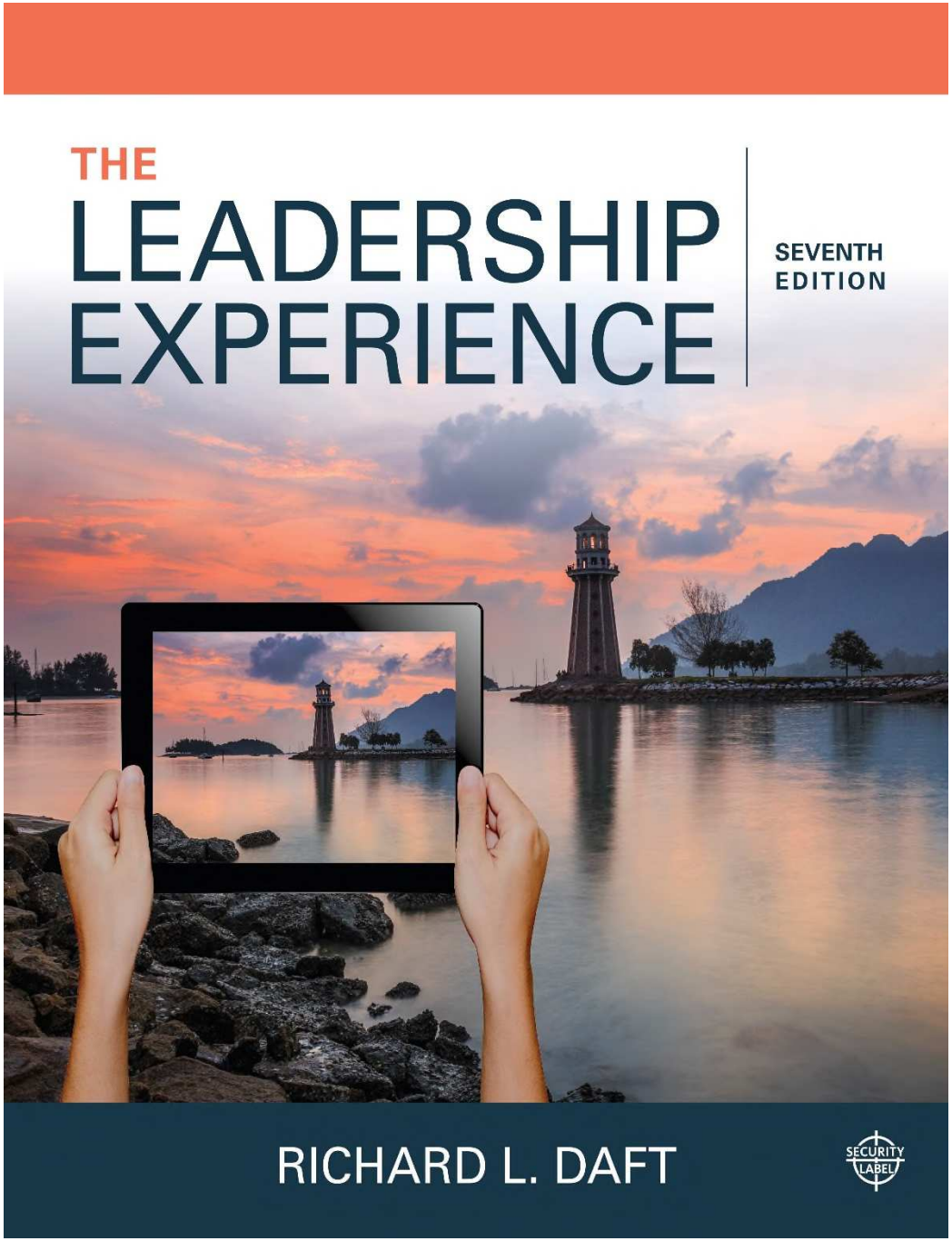
1. What traits does Woodside possess that might be helpful to him as he assumes his new position? What traits might be detrimental?

2. Would you consider Woodside a people-oriented or a task-oriented leader? Discuss which you think would be best for the new research director at Sunshine.

3. If you were Woodside, what would be your first actions toward your new team, especially Davis? How might an understanding of individualized leadership theory be useful to Woodside in this situation? Discuss.

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CHAPTER 2

Traits, Behaviors, and Relationships

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Learning Objectives (slide 1 of 3)

- Outline some personal traits and characteristics that are associated with effective leaders
- Identify your own traits that you can transform into strengths and bring to a leadership role
- Distinguish among various roles leaders play in organizations, including operations roles, collaborative roles, and advisory roles, and where your strengths might best fit

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Learning Objectives (slide 2 of 3)

- Recognize autocratic versus democratic leadership behavior and the impact of each
- Know the distinction between people-oriented and task-oriented leadership behavior and when each should be used

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Learning Objectives (slide 3 of 3)

- Understand how the theory of individualized leadership has broadened the understanding of relationships between leaders and followers.
- Describe some key characteristics of entrepreneurial leaders

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Traits

The distinguishing personal characteristics of a leader, such as intelligence, honesty, self-confidence, and appearance

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Great Man Approach

A leadership perspective that sought to identify the inherited traits leaders possessed that distinguished them from people who were not leaders

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Exhibit 2.1 – Some Leader Characteristics

Personal Characteristics	Social Characteristics
Energy	Sociability, interpersonal skills
Passion	Cooperativeness
Humility	Ability to enlist cooperation
Physical stamina	Tact, diplomacy
Intelligence and Ability	**Work-Related Characteristics**
Intelligence, cognitive ability	Drive, desire to excel
Knowledge	Dependability
Judgment, decisiveness	Fair-mindedness
Personality	Perseverance, tenacity
Optimism	**Social Background**
Cheerfulness	Education
Self-confidence	Mobility
Honesty and integrity	
Charisma	
Desire to lead	
Independence	

Sources: *Bass and Stogdill's Handbook of Leadership: Theory, Research, and Management Applications*, 3rd ed. (New York: The Free Press, 1990), pp. 80–81; S. A. Kirkpatrick and E. A. Locke, "Leadership: Do Traits Matter?" Academy of Management Executive 5, no. 2 (1991), pp. 48–60; and James M. Kouzes and Barry Z. Posner, *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations* (San Francisco: Jossey-Bass, 1990).

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Characteristics of Leaders (slide 1 of 2)

Optimism

- Tendency to see the positive side of things and expect that things will turn out well

Self-confidence

- Assurance in one's own judgments, decision making, ideas, and capabilities

Honesty

- Truthfulness and nondeception

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Characteristics of Leaders (slide 2 of 2)

Integrity

- Quality of being whole, integrated, and acting in accordance with solid ethical principles

Drive

- High motivation that creates a high effort level by a leader

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Know Your Strengths

- A leader does not need all of the skills to handle every problem
  - Interdependence is the key to success. Leaders should:
    - Hone their skills
    - Collaborate with others

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Strength

A natural talent or ability that has been supported and reinforced with learned knowledge and skills

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Matching Strengths with Roles (slide 1 of 3)

- Operational role
  - Vertically oriented leadership role
  - Executive has direct control over people and resources
  - Uses position power to accomplish results
  - Leaders
    - Traditional line and general management positions
    - Focus on results
    - Self-confident and assertive
    - Analytical and knowledgeable
    - Translate knowledge into vision

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Matching Strengths with Roles (slide 2 of 3)

- Collaborative role
  - Horizontal leadership role
  - Works behind the scenes and uses personal power to influence others and get things done
  - Leaders
    - Project managers, matrix managers, team leaders
    - People skills for networking and building relationships
    - Proactive and flexible

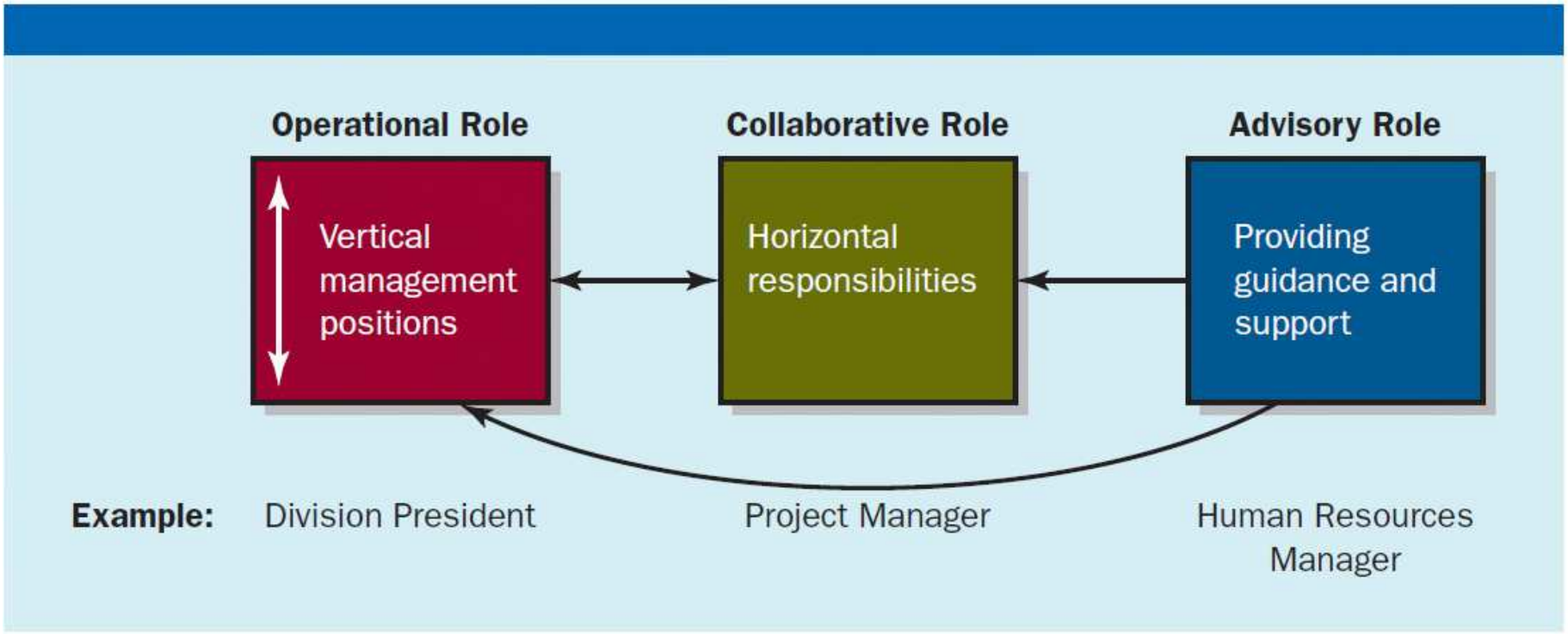
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Matching Strengths with Roles (slide 3 of 3)

- Advisory role
  - Provides guidance and support
  - Responsible for developing broad organizational capabilities rather than accomplishing specific business results
  - Leaders
    - Legal, finance, and human resource departments
    - People skills
    - Ability to influence others
    - Honesty and integrity

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Exhibit 2.2 – Three Types of Leadership Roles



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Behavior Approaches

Autocratic

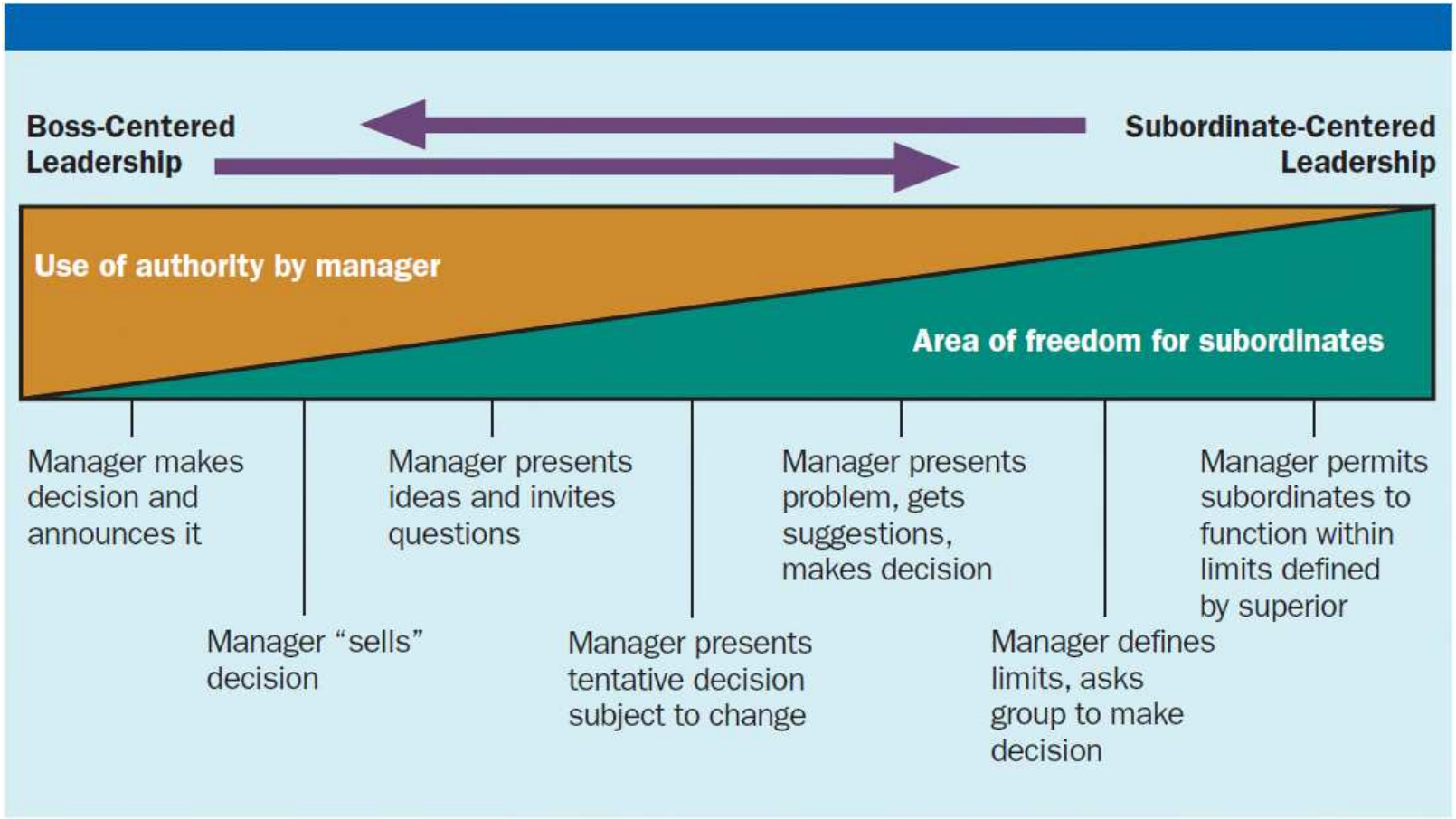
- Centralizes authority and derives power from position, control of rewards, and coercion
- Effective when the skill difference between the leader and subordinates is high

Democratic

- Delegates authority, encourages participation, relies on subordinates' knowledge for completion of tasks, and depends on subordinate's respect for influence
- Effective if subordinates possess decision-making skills

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Exhibit 2.3 – Leadership Continuum



Source: *Harvard Business Review*. An exhibit from Robert Tannenbaum and Warren Schmidt, "How to Choose a Leadership Pattern" (May–June 1973). Copyright 1973 by the president and Fellows of Harvard College.

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Ohio State Studies

- Developed and administered the Leader Behavior Description Questionnaire (LBDQ) to employees
  - Resulted in two categories of leadership:
    - Consideration
    - Initiating structure

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Consideration

The extent to which a leader is sensitive to subordinates, respects their ideas and feelings, and establishes mutual trust

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Initiating Structure

The extent to which a leader is task oriented and directs subordinates' work activities toward goal achievement

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University of Michigan Studies

Employee-centered

- 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

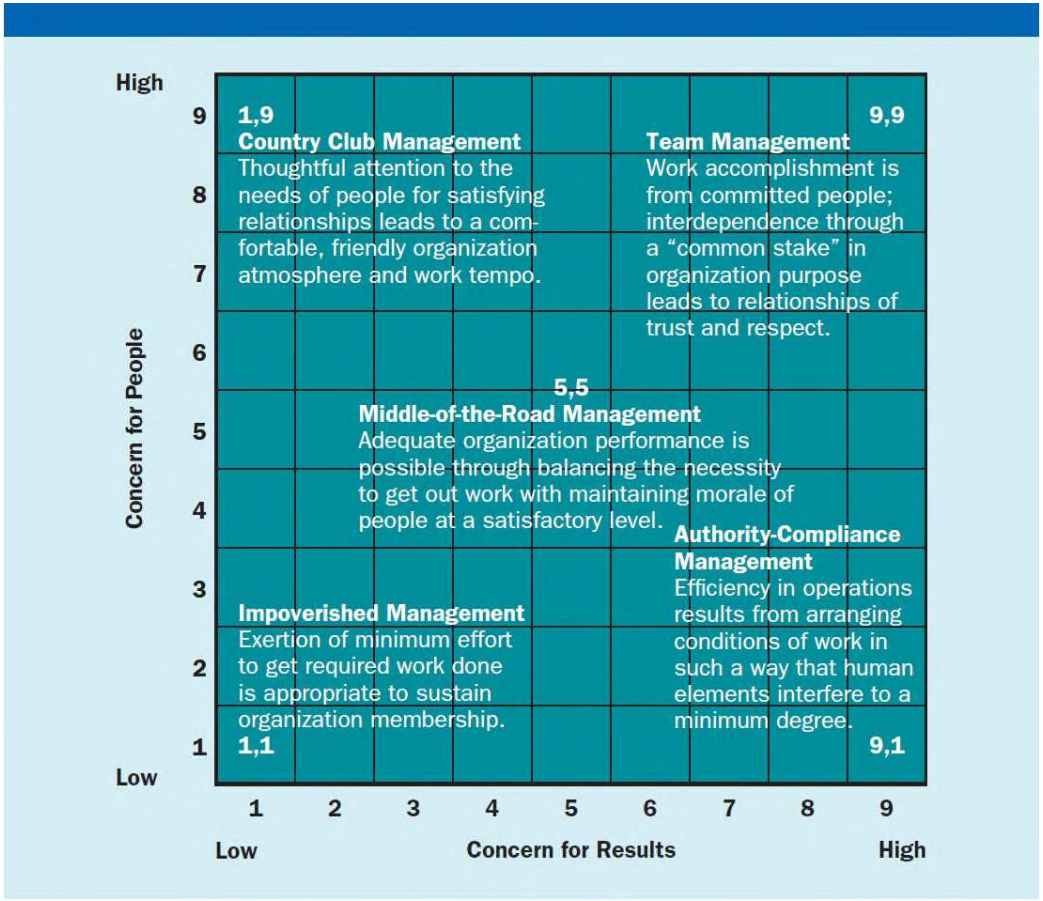
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Leadership Grid

A two-dimensional leadership model that describes major leadership styles based on measuring both concern for people and concern for production

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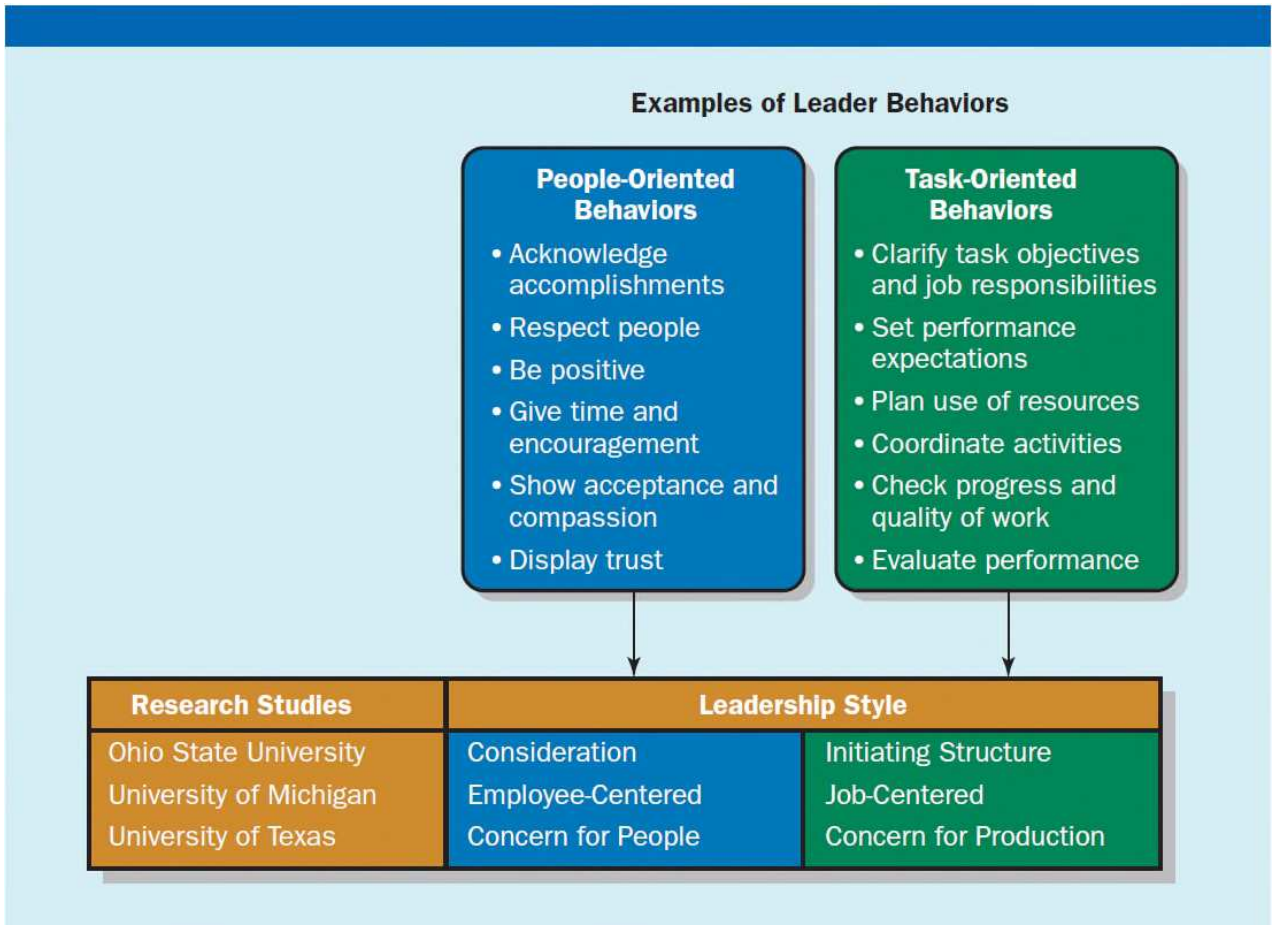
Exhibit 2.4 – The Leadership Grid®



Source: The Leadership Grid figure from *Leadership Dilemma—Grid Solutions* by Robert R. Blake and Anne Adams McCanse (formerly the Managerial Grid by Robert R. Blake and Jane S. Mouton). Houston: Gulf Publishing Company, p. 29. Copyright 1991 by Scientific Methods, Inc. Reproduced by permission of the owners.

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Exhibit 2.5 – Themes of Leader Behavior Research



Sources: Based on Marilyn R. Zuckerman and Lewis J. Hatala, *Incredibly American: Releasing the Heart of Quality* (Milwaukee, WI: American Society for Quality, 1992), pp. 141–142; and Mark O'Connell, Gary Yukl, and Thomas Taber, "Leader Behavior and LMX: A Constructive Replication," *Journal of Managerial Psychology* 27, no. 2 (2012), pp. 143–154.

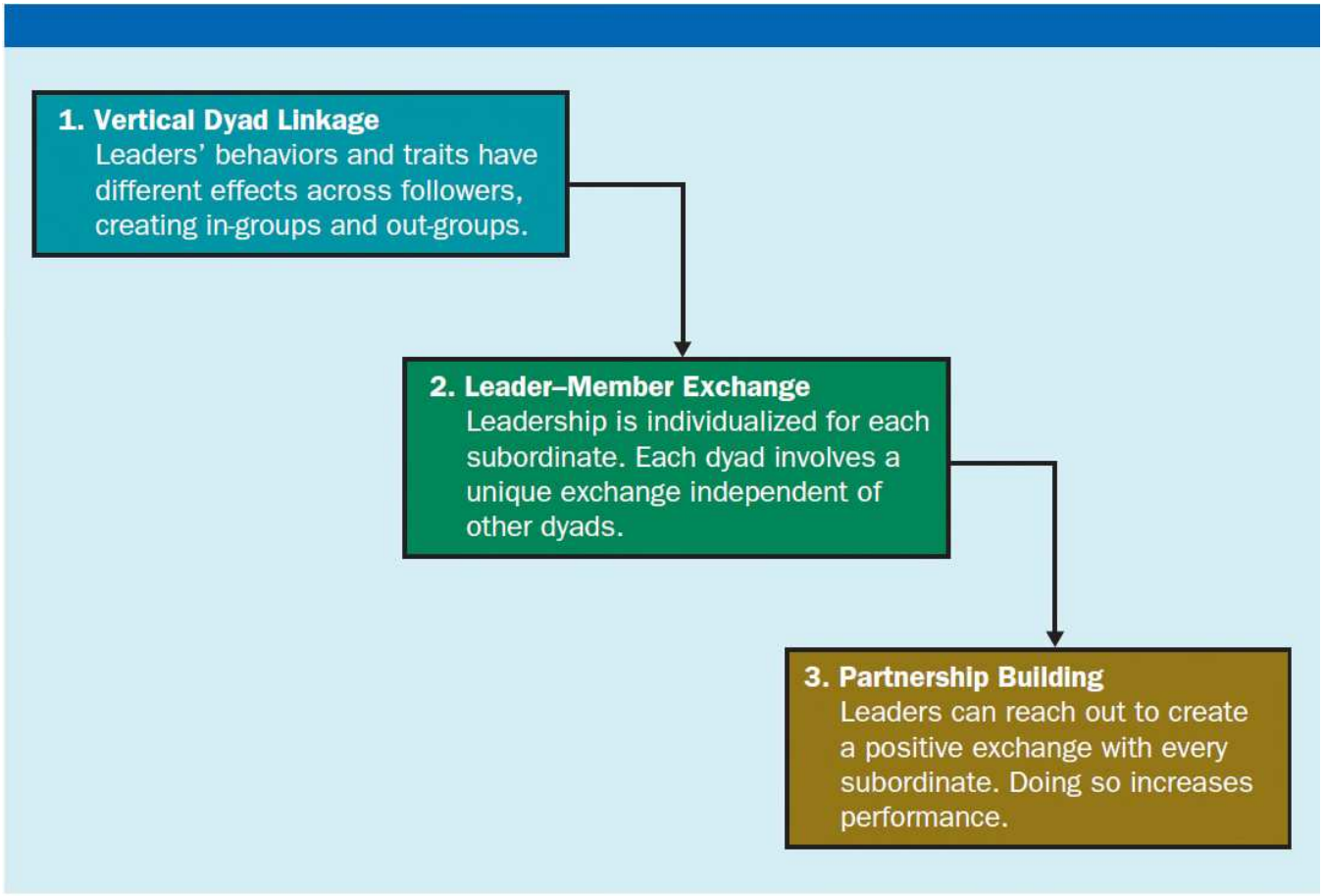
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Individualized Leadership

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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Exhibit 2.6 – Stages of Development of Individualized Leadership



Sources: Based on Fred Danereau, "A Dyadic Approach to Leadership: Creating and Nurturing This Approach Under Fire," *Leadership Quarterly* 6, no. 4 (1995), pp. 479–490, and George B. Graen and Mary Uhl-Bien, "Relationship-Based Approach to Leadership: Development of Leader–Member Exchange (LMX) Theory of Leadership over 25 Years: Applying a Multi-Level, Multi-Domain Approach," *Leadership Quarterly* 6, no. 2 (1995), pp. 219–247.

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Vertical Dyad Linkage (VDL) Model (slide 1 of 2)

A model of individualized leadership that argues for the importance of the dyad formed by a leader with each member of the group

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Vertical Dyad Linkage (VDL) Model (slide 2 of 2)

- In-group relationship—Seen among members with whom leaders spend a disproportionate amount of time
- Out-group relationship—Seen among members of the group who did not experience a sense of trust and extra consideration

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Exhibit 2.7 – Leader Behavior toward In-Group versus Out-Group Members

In-Group Subordinates	Out-Group Subordinates
• Provides support and encouragement when employee faces a difficult, stressful task • Discusses objectives; trusts employee to use his or her own approach in solving problems and reaching goals • Listens to employee's suggestions and ideas about how work is done • Treats mistakes as opportunities for coaching and developing employee • Gives employee interesting assignments; may allow employee to choose assignment • Sometimes defers to subordinate's opinion • Praises accomplishments and performance improvements	• Shows little consideration if employee is having difficulty with a task • Gives the employee specific directives for how to accomplish tasks and attain goals • Shows little interest in employee's comments and suggestions • Criticizes or punishes mistakes • Assigns primarily routine jobs and monitors employee closely • Usually imposes own views • Focuses on areas of poor performance

Sources: Based on Jean François Manzoni and Jean-Louis Barsoux, "The Set-Up-to-Fail Syndrome," *Harvard Business Review* (March–April 1988), pp. 110–113; and Mark O'Donnell, Gary Yukl, and Thomas Taber, "Leader Behavior and LMX: A Constructive Replication," *Journal of Management Psychology* 27, no. 2 (2012), pp. 143–154.

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Leader–Member Exchange (LMX) (slide 1 of 2)

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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Leader–Member Exchange (LMX) (slide 2 of 2)

- Leaders form high-quality relationships with all followers
- Higher-quality relationship leads to better performance
- Followers provide assistance for high performance and participate in and influence decisions

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Entrepreneurial Traits and Behaviors

- Entrepreneurship
  - Initiating a business venture, organizing the necessary resources, and assuming the associated risks and rewards
- Four important characteristics:
  - Vision and dissatisfaction with the present
  - Ability to get people on board
  - Flexibility, openness to feedback, and ability to learn and adapt
  - Persistence and execution

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