Essentials of Organizational Behavior An Evidence Based Approach 1st edition Scandura Solutions Manual

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Sample Answers to In-Text Questions

Note: Answers to Case Questions are available in the Case Notes.

CHAPTER 2 • Leadership: Core Concepts

Critical Thinking Questions

1. Is the LMX process fair? Should managers treat all followers alike? Why or why not?
Question Location: Leader-Member Exchange (Page 28).

Answer: Leaders treat subordinates differently based upon their unique abilities and contributions to the work group and organization. Out-group members perform their job but don't go above and beyond and don't take on extra work. In-group members perform their job and go above and beyond, and take on additional work. All subordinates likely should be given the opportunity to be in the in-group, but not all subordinates desire to be in the in-group.

2. Develop an example by having someone you know and their boss complete the LMX and SLMX questionnaires in Table 2.1. What do you see when you compare leader and member ratings? Ask one leader to complete the SLMX measure about three followers. Do you see differences in the quality of the relationships?
Question Location: Leader-Member Exchange (Page 29).

Answer: Answers will vary based on questionnaires. I find that leaders and members often have differing opinions on the quality of relationship in question. For me the member thought the relationship was better than the leader did. I did see differences in the quality of the relationships among the leader and the three followers. Two were very high while one was relatively lower. This supports the idea of in-group and out-group membership and the advantages of being in the in-group.

3. Do you feel that the process of "managing your boss" is manipulative or just being a smart and dependable employee? Explain your position.
Question Location: Managing Your Boss (Page 33).

Answer: I think the process of "managing your boss" is being a smart and dependable employee. We all must manage all of the relationship we are in—coworkers, customers, subordinates, bosses, etc. However, done incorrectly, managing one's boss can be viewed as manipulative by other coworkers or by the boss if it is perceived as insincere or inauthentic.

4. Explain how calculus-based trust explains how people view their jobs. How can a leader move a person to the two higher levels of trust?
Question Location: Identification-Based Trust (Page 37).

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Answer: Calculus-based trust can help employees understand the expectations that their leaders have for them in their jobs. By knowing what is expected and the potential rewards/consequences for good/poor performance, employees are more secure in their understanding of how their actions are viewed by leaders. A leader can move to higher levels of trust by developing better relationships with employees and even making themselves more vulnerable to employees. By giving respect and trust to employees, leaders can engender higher levels of trust beyond calculus-based trust.

5. Think of a time when you tried to restore trust after it was broken. Based on this section, what would you do differently?
Question Location: Repairing Broken Trust (Page 38).

Answer: I would ask the three questions listed about the trust violation. I would be more forthright in owning up to the mistakes I made and assure the person I broke the trust with that I understand the significance of the violation and detail how I would attempt to repair the trust.

6. What is the difference between power and influence? Provide an example of each.
Question Location: Power and Influence (Page 39).

Answer: Power is the potential of one person (or group) to influence another person or group. Some people have a lot of power but they don't need to actually exercise it. For example, a police officer sitting on the side of the interstate affects your behavior (and those ahead of you!). You remove your foot from the accelerator and slow down. It is the officer's potential to write you a ticket and not the actual behavior of writing it that changes behaviors. This is important to keep in mind. You don't always have to demonstrate your power—if you attain a managerial position and have others who report to you, it is unspoken. Often, power is best executed when it is done so in a subtle manner. Influence, in turn, is the exercise of power to change the behavior, attitudes, and/or values of that individual or group.

7. Do you think the "influence without authority" approach contains risks? If not, why not? If so, what are they?
Question Location: Which Influence Strategies Are the Most Effective? (Page 43).

Answer: The influence without authority approach does contain risks. The model is based upon the law of reciprocity and the other party may not reciprocate in the manner you want or even at all. The approach assumes that the other party is your ally, but in fact they may be indifferent or even view you as an enemy. The currency that you or they have may not be sufficient to be equally reciprocal. Also goals and priorities may not be adequately clarified.

8. In addition to the goals and objectives of an influence attempt, what are other ethical concerns regarding the use of political skills in organizations?
Question Location: Organizational Politics and Political Skill (Page 45).

Answer: Concerns include how others will perceive your influence attempt. Even if you feel the goals/objectives are justified, others may view your actions as manipulative or unethical. Also unintended consequences of your actions may be a concern. Also actions that are good in one

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context may be inappropriate in another context. Employees may think what is good for the goose is good for the gander, but the actions in question may not work for all situations.

Research in Action

Getting Your Boss to Invest in You: Be Proactive!

1. How important is it to be proactive during your first six months in a new job? How often should you meet with your new boss?
Question Location: Chapter 2 Research in Action (Page 34)

Answer: It is extremely important to be proactive in a new job. One cannot wait for others to handle your immersion to a new company or the development of relationships with your boss. Your boss may have a lot on her or his mind and they may not be initially concerned with developing a strong relationship with you. The frequency of meeting with your boss would depend on the nature of the company and your position, but I would err on the side of meeting too much rather than too little with the boss. Having effective interpersonal skills as well as assessing the climate in an organization can help you gauge how often you should interact with your new boss.

2. Develop some examples of how you can ask for more challenging work assignments. Draft an outline of talking points for how you would present these requests to your boss (or future boss).
Question Location: Chapter 2 Research in Action (Page 34)

Answer: I would seek out unsolved problems that persist in the workplace and come up with solutions or possible solutions to those problems. Often a new perspective is able to see issues/solutions that individuals who have been working for a long time in a setting may not be aware of. Also you may talk to coworkers or other employees about work assignments that might be appropriate to challenge yourself with. An outline might include the following talking points:

- Recognition of problem(s)
- Identification of possible solution(s)
- Discussion of resources needed
- Analysis of how one will know if successful (establish goals)
- Permission/guidance to approach the problem

Best Practices

Power and Ethics: Making Tough Choices

1. Provide an example of the utilitarian approach in organizations (think of a decision that does the most good for the most people).
Question Location: Chapter 2 Best Practices (Page 46).

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Answer: When facing the significant loss of sales or a downturn in profits that results in a budget crisis, organizations may use the utilitarian approach to decide how to offset loss of profits. Should they lay off individuals to keep the status quo for those that remain or do an across the board pay cut for all employees?

2. How does the utilitarian approach in your example differ from focusing on individual rights? What would you do differently if focusing on individual rights?
Question Location: Chapter 2 Best Practices (Page 46).

Answer: The utilitarian approach looks at what is good for the most people involved which may be the reduction of pay for all employees in my example – no one gets laid off and everyone is treating equally. If I was focusing on individual rights, I may try to make budgetary cuts elsewhere to retain the level of pay that individuals have enjoyed before the budget crisis.

3. What approach do you think most leaders use in practice?
Question Location: Chapter 2 Best Practices (Page 46).

Answer: I think most leaders try to take the utilitarian approach for the perception of fairness/justice in an organization, but when it comes down to it, they take an individual rights approach (usually their own rights as most important).

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Chapter 2 Leadership: Core Concepts

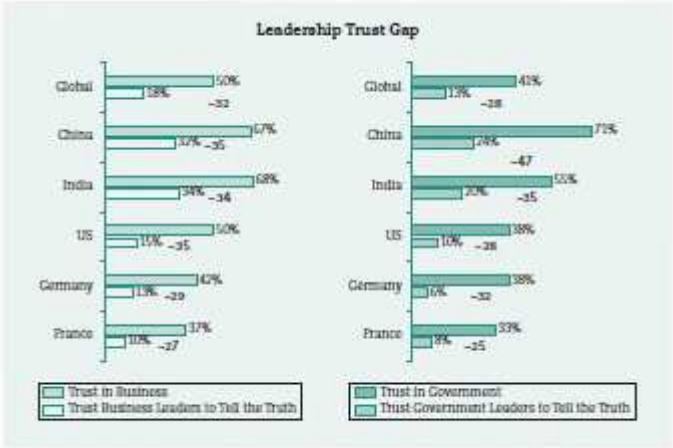
Lecture Outline

Slide 1
Title Slide

This chapter will cover the core concepts in leadership to provide a foundation for thinking about leadership implications of the other OB topics covered in this textbook. One of the major goals of this course is to develop your leadership skills. This chapter will cover the leadership theories that have the strongest research evidence base and applicability to organizational challenges.

Slide 2
Agenda
- Managers and leaders
- Transformational leadership
- Leader–member exchange
- Power and influence
- New leadership approaches

Slide 3
Have Leaders Lost Their Followers' Trust?
"Leadership Trust Gap" on page 24.



Source: Edelman, R. (2015). 2015 Trust Barometer Executive Summary. http://www.edelman.com/insights/intellectual-property/2015-edelman-trust-barometer/

A survey of over 33,000 people conducted by the Edelman group called the Edelman Trust Barometer is showing that trust in leaders is eroding. The results for the 2014 survey showed that only 50% of respondents said they trust business. Trust in the government and government leaders is even lower. Results vary by country as this graph indicates. Trust is a fundamental challenge for leaders. This chapter will discuss how to build and repair trust.

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Learning Objective 2.1: Define *leadership,* and explain the difference between being a manager and being a leader.

Slide 4
What Is Leadership?
- Whom do you consider to be a leader?
- Why?

(Have students give answers to these questions and then discuss them- most will mention political leaders and high – profile CEOs.)

Slide 5
What Is Leadership?
"Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives." (Yukl, 2013 p. 7)

Slide 6
Managers and Leaders: Are They Different?
- A manager is a day-to-day problem solver.
- Managers are concerned with controlling the operations of the organization efficiently.
- A leader is focused on developing new approaches and options for the future.
- A leader inspires others to follow his or her vision for the organization.

Slide 7
Other Differences
A comparison of managers and leaders.

The Manager	The Leader
Administers	Innovates
Is a copy	Is an original
Maintains	Develops
Focuses on systems and structure	Focuses on people
Relies on control	Inspires trust
Has a short-range view	Has a long-range perspective
Asks how and when	Asks what and why
Looks always at the bottom line	Looks always on the horizon
Imitates	Originates
Accepts the status quo	Challenges the status quo
Is the classic good soldier	Is his or her own person
Does things right	Does the right thing

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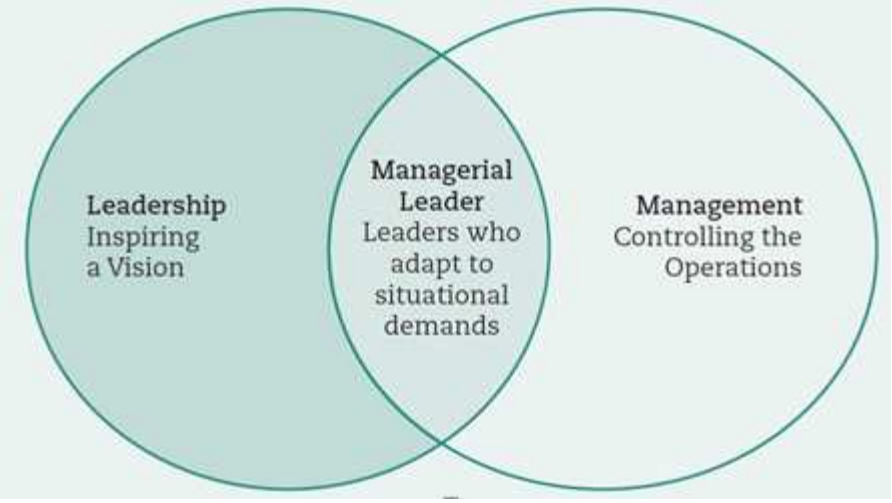
Slide 8
Leadership & Management



Slide 9
Leadership & Management
- They are not mutually exclusive.
- Both are skill sets that one has to develop.
- Successful organizations have individuals that are both good managers and leaders.

Learning Objective 2.2: Compare the elements of transactional and transformational leadership.

Slide 10
Full-Range Leadership Development
- Transactional Leadership
    - Behaviors that motivate followers through rewards and corrective actions
- Transformational Leadership
    - Behaviors that mobilize extra effort from followers through emphasis on change through articulating a new vision for the organization

Slide 11
Full-Range Leadership Development
Nonleadership
LF: Laissez-Faire – non-leadership, the "near-avoidance of leadership"
Transactional
MBE-P: Management-by-Exception, Passive – leader does not look for deviations from standards but corrects them when they notice them
MBE-A: Management-by-Exception, Active – leader looks for the follower to make errors and then corrects them

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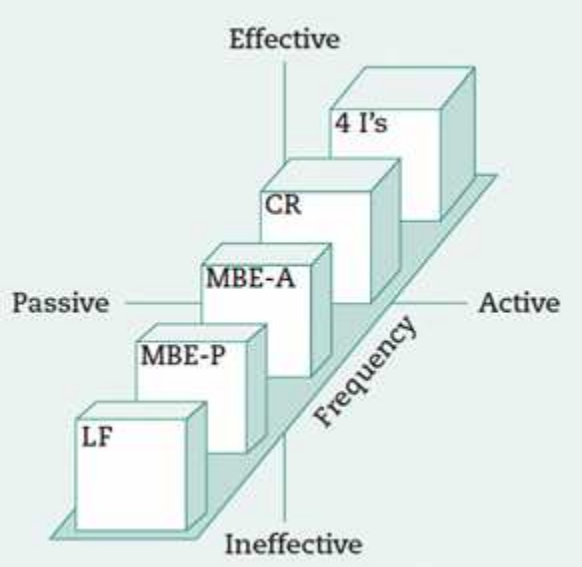
CR: Contingent Reward

Transformational 4 I's

Idealized In fluence
Inspirational Motivation
Intellectual Stimulation
Individualized Consideration



Source: Bass & Avolio, 1994, Improving Organizational Effectiveness through Transformational Leadership. SAGE Publications, Inc.

Slide 12

Transactional Leadership

- **Contingent reward** – promising or delivering rewards to followers contingent on their performance
- **Management-by-exception** (MBE)
  - Active form (MBEA): the leader looks for the follower to make errors and then corrects them
  - Passive form (MBEP): leader does not actively look for errors or deviations from work standards, but when she notices them, she takes corrective action.

Slide 13

Transactional Leadership (Continued)

- Laissez-faire. This is the near-avoidance of leadership. It is the least active and least effective of all of the leadership styles in the full-range model.

Slide 14

Transformational Leadership

- This set of behaviors is most related to positive attitudes, commitment, and performance of followers.

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Slide 15
Transformational Behaviors: The 4 I's
- Idealized influence. Being admired and respected by followers is the core of this leadership component. They are seen as change agents in the organization.
- Inspirational motivation. Leaders inspire others to work hard toward organizational goals by providing challenge. They are positive and upbeat and get others to feel optimistic.

Slide 16
Transformational Behaviors: The 4 I's
- **Intellectual stimulation**. Transformational leaders encourage innovation and new ideas. They listen to followers openly and don't criticize novel solutions to problems.
- **Individualized consideration**. Transformational leaders treat each follower as a unique person. They get to know people one-on-one and mentor them.

Slide 17
Transformational Leadership & Charisma
- ***Charisma***: a special personality characteristic that gives a person superhuman or exceptional powers and is reserved for a few, is of divine origin, and results in the person being treated as a leader
- Charismatic leaders act in unique ways that have specific charismatic effects on their followers

Slide 18
Communication Style of Charismatics
Charismatic leaders utilize a colorful, imaginative, open, and expressive communication style.
- **Management by inspiration**
  - Using metaphors and analogies
  - Gearing language to different audiences
- **Management by storytelling**
  - Inspiring and instructing by telling fascinating stories

Learning Objective 2.3: Illustrate the leader–member exchange (LMX) model with an example.

Slide 19
Leader–Member Exchange (LMX)
- **Leader–member exchange** (LMX) is defined as the quality of the working relationship that is developed with each follower.
- The LMX model has shown that in a relatively short period of time, leaders decide who is in their "**in-group**" and who is in their "**out-group.**"

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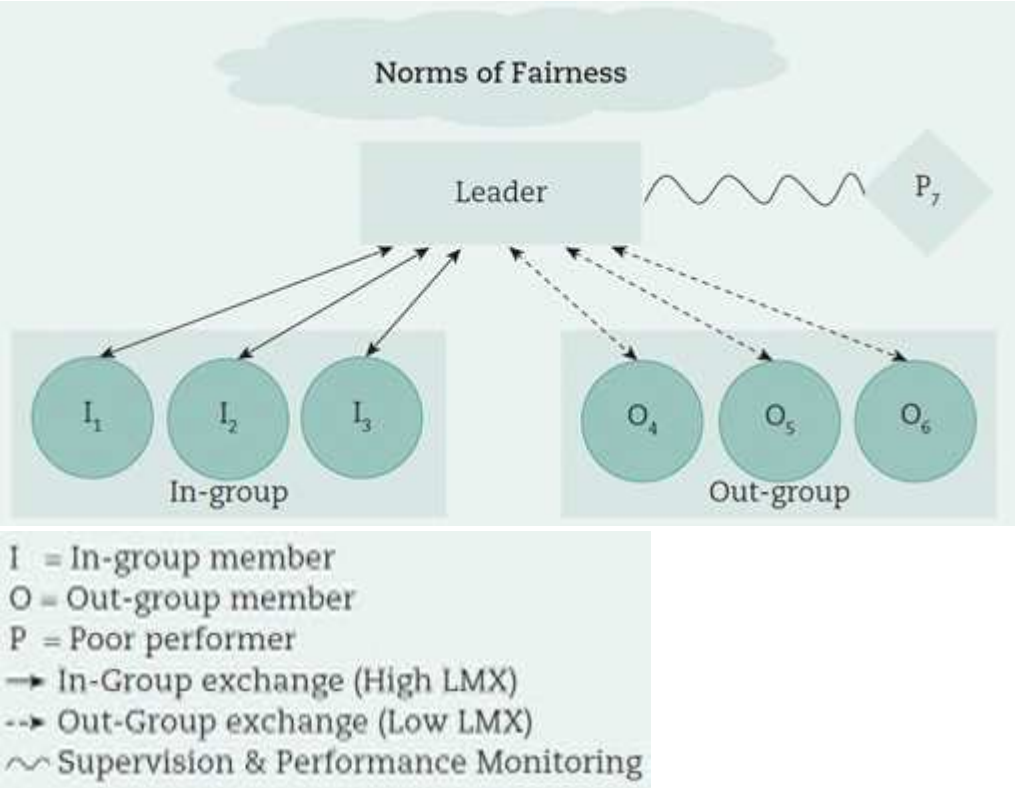
Slide 20
LMX: The In-Group
- These are the leader's "go to" people in a work group
- They are dependable, trustworthy, and assist the leader in reaching his or her goals
- They receive better performance evaluations, higher salary increases and are promoted at a rate faster than their peers

Slide 21
LMX: The Out-Group
- Out-group members are not poor performers.
- Out-group members perform to the specifications in their job descriptions but
  - don't go above and beyond
  - don't take on extra work.

Slide 22
LMX in a Workgroup with 7 Direct Reports



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Slide 23
LMX Relationship Development
- Role-taking
  - boss tests commitment of followers by offering extra work in exchange for benefits
- Role-making
  - mutual expectations established
  - follower's role clarified
- Role-routinization
  - roles become predictable
  - leader and follower both know what to expect

Slide 24
Managing Your Boss
- LMX has been related to promotions and salary increases.
- An effective working relationship with your boss predicts performance, job satisfaction, organizational commitment, motivation, and lower turnover.
- Classic Harvard Business Review Article by Gabarro and Kotter provides three steps for managing your boss:
  - Understand yourself – your own work habits, strengths and weaknesses
  - Understand yourself – your boss' work habits, strengths and weaknesses
  - Take action on this understanding – develop a plan for improving the working relationship

Slide 25
Follower Reactions To Authority
- Counterdependent – follower resents authority and being told what to do
- Overdependent – follower is compliant and gives in all of the time
- Interdependent – follower and boss depend on one another to get things done; optimal reaction, be dependable and honest, use your boss' time wisely

Slide 26
Steps: Managing Your Boss
1. Find out what "good" looks like to make sure you meet expectations.
2. Ask your boss what kind of follow-up he or she wants.
3. Examine and adjust to your boss' style.
4. Tell your boss when you feel you haven't been fully heard.
5. Become aware of other managers' styles.
6. Manage up. Understand your boss and teach your boss how to work with you.

Slide 27
The Mentor Connection

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- Mentoring is an intense developmental relationship whereby advice, counseling, and developmental opportunities are provided to a protégé by a mentor, which, in turn, shapes the protégé's career experiences (Eby 1997, p. 127).

Slide 28
Mentoring Roles
- Mentors provide:
  - Career support – career advice, providing a high-visibility assignment, as examples
  - Social support – listening, help in times of stress on the job, as examples
  - Are role models for mentees – being admired, someone the mentee wants to be like in the future

Mentoring enhances performance and job satisfaction of the mentee (person being mentored)

Slide 29
My Boss, My Mentor
- Career mentoring from a boss contributes to:
  - Performance
  - Promotions and salary increases above and beyond a high-quality LMX relationship
  - Higher potential
  - Higher organizational commitment

Learning Objective 2.4: Explain why trust is important and how to repair it.

Slide 30
The Importance of Trust

Slide 31

The Importance of Trust
Trust is a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behavior of another.

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Slide 32
Calculus-Based Trust
- A form of trust is based on keeping records of what another person does for you and what you do for them.
- It is an "arm's length" form of trust in which neither party really becomes that vulnerable to the behavior of the other person.
- The expectations are like contracts, and the consequences of violating trust are punishment or the severing of the relationship
- Metaphor: Chutes and Ladders – one breach of trust can have dramatic impact in the loss of trust

Slide 33
Knowledge-Based Trust
- Level of trust is grounded in how predictable the other person is
- Developed over time:
  - Through interactions, benefits are exchanged between two parties.
  - People come to expect the other person to come through for them.
  - Information is gathered about the other person in a variety of circumstances.
  - Metaphor: Know your garden – by tending to the relationship, trust becomes predictable through knowledge of what is likely to happen (e.g., if you water your garden, it will grow)

Slide 34
Identification-Based Trust
- This form of trust is characterized by the leader and follower sharing the same goals and objectives.
- This is the person who can cover for the boss when he/she is on vacation.
- Metaphor: Harmonizing – the follower can act for the boss due to shared work habits and value systems

Slide 35
The Development Of Trust

Trust may grow gradually over time or the changes may be dramatic. Trust builds to the "J" points in the graph and then shifts to higher levels. However, research has shown that even stable identification-based trust is vulnerable. A bad enough breach in trust may result in the relationship falling back to the calculus-based trust level.

It is important to know how to repair trust. This will be discussed next.

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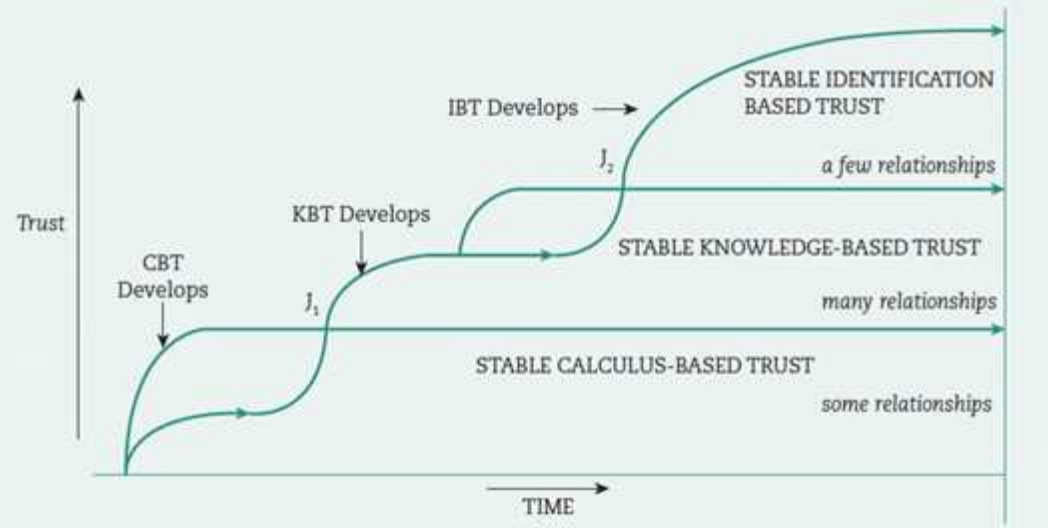

Source: Lewicki, R. J. & Bunker, B. B. (1996). Developing and maintaining trust in work relationships. In: Kramer, R. M. & Tyler, T. R. (Eds.), Trust in organizations: Frontiers of theory and research. Thousand Oaks, CA: SAGE Publications

Slide 36

Repairing Broken Trust

- Post-violation assessment
  1. Are you innocent or guilty of committing the transgression?
  2. If guilty of the transgression, is this due to the situation or to you?
  3. If the transgression is attributed at least in part to you, is it a personal shortcoming you can fix or is it an enduring characteristic that you seem to repeat?

Slide 37

Responses to Broken Trust

- Denial – state it isn't true or "no comment"
- Apology – expressing responsibility and regret, must be complete
- Explanations/excuses – giving reasons for the trust breach, make it right
- Promises – may restore trust
  - However, the violation cannot have been a lie.

Research shows that the context of the trust violation matters and must be considered in the response to broken trust. For example, does the trustor see the breach as a character flaw or an honest mistake? If questions of integrity lie at the heart of the issue, then even offering reparations may not work. It's best not to lie in the first place.

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Learning Objective 2.5: Compare and contrast power and influence, and provide an example of each.

Slide 38
Power and Influence
- Power is the *potential* of one person (or group) to influence another person or group.
- Influence can, therefore, be thought of as *power in use*.

Slide 39
Organizational Sources of Power
1. Lines of supply – e.g., materials, money, rewards, prestige
2. Lines of information – e.g., knowing what's happening in the organization, knowing who to share information with
3. Lines of support – e.g., innovation, risk-taking, getting influential people to back ideas

Slide 40
Bases of Power
- Some forms of power come with a person's position in the hierarchy—position power.
- Other power may come from the personal characteristics of the person and may have no relationship to their position in the organization—personal power.
- For example, IT people have expertise and often administrator passwords that must be entered by them to fix or upgrade computer systems. This is personal power (expert).

Slide 41
Position Power – generally, related to rank
- **Coercive power:** the authority to punish
- **Reward power**: the authority to provide incentives or other things valued
- **Legitimate power**: the authority to make a request and get a response due to the nature of the roles between two people (e.g., boss and direct report)

Slide 42
Personal Power – can be generated by anyone regardless of rank
- **Expert power**: the ability to influence others due to knowledge or a special skill set
- **Referent power**: the ability to influence based on others' identification with the individual and followers' desire to emulate her.

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Slide 43
Bases of Power & Follower Responses

Leaders can expect the best response (commitment) when they use personal power – referent and expert.

Follower Engagment Level	Power Base Used (Follower Response)	Follower Reaction to Directives
Commitment	Referent "I admire you"	High motivation and performance
	Expert "I need your help"	
Compliance	Legitimate "It's my job"	"Zone of Indifference"
	Reward "I'm in it for the money"	
Resistance	Coercive "I resent being treated this way"	Low performance and sabotage

Slide 44
Reactions to Power and Influence
- Commitment – strong and enthusiastic effort
- Compliance – willing to complete request, apathetic and minimal effort
- Resistance – opposed to request and refuses to do it

Slide 45
Influence Strategies – see Table 2.2
Rational persuasion – logical arguments, facts
Apprising – explains that carrying out request will advance the target's career
Inspirational appeals – appeal to values and ideas, arouse emotions
Consultation – encourages target to suggest improvements
Collaboration – offer to provide relevant resources and assistance
Ingratiation – use praise and flattery

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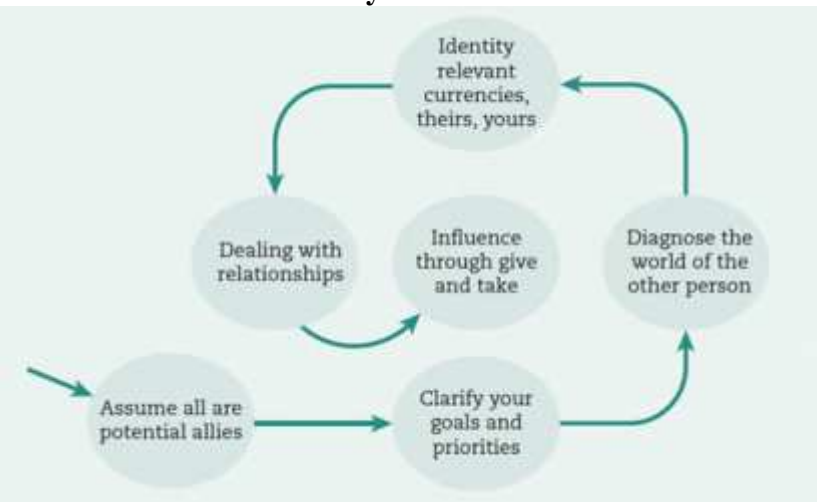
Slide 46
Which Influence Strategies Are The Most Effective?
- Rational persuasion – most often used by managers, very effective is seen as an expert
- Consultation – participative management style
- Inspirational appeals – useful during times of change
- Apprising, collaboration, and exchange
  - Effective with peers, not the boss

Slide 47
Use with Care – these strategies may backfire
- Ingratiation – must be authentic
- Personal appeals – using friendship may be risky
- Legitimating – reminding people of subordinate role may cause resentment
- Pressure – threats may result in resistance, deviance, passive aggressive response
- Coalition – going over the boss's head, for example, may backfire

Slide 48
Influence without Authority



Learning Objective 2.6: Explain why political skill is important for a leader to be effective.

Slide 49
Organizational Politics
- The use of influence tactics is often seen as political.
- **Perceptions of organizational politics** have been associated with decreased job satisfaction, increased anxiety and stress, increased turnover, and reduced performance (Kacmar et al.,

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1999).

Slide 50
Political Skill
- The ability to effectively understand others at work, and to use such knowledge to influence others to act in ways that enhance one's personal and/or organizational objectives
- Political skill helps one execute influence tactics.

Learning Objective 2.7: Describe ethical leadership, and explain its importance.

Slide 51
Ethical Use of Power And Influence

- 9 steps to guide ethical dealings
    1. Recognize that there is a moral issue.
    2. Determine the actor (and the players) in the issue.
    3. Gather the facts.

Slide 52
Ethical Dealings (Continued)
4. Test for right vs. wrong: Four tests
    - Is it legal?
    - Does it feel right at the gut level?
    - Would you want to see this on the front page?
    - What would your mother/family think?

Slide 53
Ethical Dealings (Continued)
5. Test for right vs. right (when both options seem moral): e.g., truth vs. loyalty (hard decisions).
6. Apply the appropriate ethical principles (e.g., utilitarian, rights, justice).
7. Is there a third way through the dilemma?
8. Make the decision.
9. Revisit and reflect.

Slide 54
Ethical Leadership
- Moral sensitivity involves recognizing that our behavior *impacts* others.
- Moral judgment involves determining the right decision.
- Moral motivation is having the need to do the right thing.

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- Moral action means doing something ethical.

Learning Objective 2.8: Compare and contrast authentic and servant leadership.

Slide 55
Servant Leadership
- "The servant-leader *is* servant first . . . It begins with the natural feeling that one wants to serve, to serve *first*. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is *leader* first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions." (Liden et al., p. 9)

Slide 56
Servant Leadership
Servant-leaders facilitate team confidence, affirming the strengths and potential of the team and providing developmental support.

Slide 57
Behaviors of Servant Leaders
- Conceptualizing
  - Thorough understanding of the organization
- Emotional healing
  - Recognizing others' problems and taking the time to address them
- Putting followers first
  - Showing empathy

Slide 58
Behaviors of Servant Leaders (Continued)
- Helping followers grow and succeed
  - Knowing their professional or personal goals
- Behaving ethically
  - Doing the right thing in the right way
- Empowering
  - Allowing followers freedom to be independent, make decisions on their own, and be self-sufficient

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Slide 59
Behaviors of Servant Leaders (Continued)
- Creating value for the community
- Intentionally giving back to the community
- Encouraging followers to volunteer for community service

Slide 60
Authentic Leadership
- Authentic leaders know themselves and behave in a way that is consistent with what is intuitively right.
- **Four dimensions:**
  - Self-awareness – seeks feedback to improve interactions with others
  - Relational transparency – says exactly what they mean
  - Internalized moral perspective – demonstrates beliefs consistent with actions
  - Balanced processing – solicits views that challenge their deeply-held positions

Slide 61
Leadership Implications: Leading Ethically
- After decades filled with corporate greed and scandal, morality and ethics in OB and leadership are imperative.
- You as managers will need to not only act ethically, but encourage your followers to do so.

Slide 62
Open-Access Student Resources
- Checklist action plan
- Learning objective summaries
- Mobile-friendly quizzes
- Mobile-friendly eFlashcards
- Video and multimedia resources
- SAGE journal articles

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The Marshmallow Challenge

Follow-up Questions

Leadership

- Was there a leader on your team? Who was it and who decided who the leader would be?
- If you had no leader, do you think having designated someone a leader would have helped?

Collaboration

- What does collaboration look like and sound like?
- Did you feel everyone's ideas were well received during the activity?
- How did you deal with frustration?
- Were all teammates included?

Planning

- Did your team have a plan?
- Did the plan work?
- Did you veer from the plan at all? Why or why not?
- What worked?
- What didn't work?

Reflection

- What did you learn about yourself throughout this activity?
- Are you a leader? Do you work well in groups? Do you work well under pressure? Do you become frustrated under pressure?
- What is something you could work on in the next challenge activity?

Source:
http://www.cdschools.org/cms/lib04/PA09000075/Centricity/Domain/646/Marshmallow%20Challenge%20Follow%20Up%20Qs.doc

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How Trustful Are You?

This self-assessment exercise identifies your propensity to trust others. The goal is for you to learn about yourself. There are no right or wrong answers and this is not a test. You don't have to share your results with others unless you wish to do so.

Instructions: Circle the response that best describes your behavior.

As an example, the answer to a statement could look like this:

I trust people to do the right thing.

Strongly Disagree	1	2	(3)	4	5	Strongly Agree

This response indicates that you neither agree nor disagree with the statement.

---

1. I usually give people the benefit of the doubt if they do something that seems selfish.

Strongly Disagree	1	2	3	4	5	Strongly Agree

2. Most people can be counted on to do what they say they will do.

Strongly Disagree	1	2	3	4	5	Strongly Agree

3. I tend to trust people I have just met.

Strongly Disagree	1	2	3	4	5	Strongly Agree

4. People will take advantage of you if you are not paying attention. (R)

Strongly Disagree	1	2	3	4	5	Strongly Agree

5. Most people would tell a lie if they could gain by telling it. (R)

Strongly Disagree	1	2	3	4	5	Strongly Agree

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6. I am typically cautious with people until they have proven they can be trusted. (R)

Strongly Disagree	1	2	3	4	5	Strongly Agree

7. Most people pretend to be more honest than they actually are. (R)

Strongly Disagree	1	2	3	4	5	Strongly Agree

8. In general, I believe that most people are trustworthy.

Strongly Disagree	1	2	3	4	5	Strongly Agree

Scoring: Add your responses to the 8 questions to compute your total Propensity to Trust Others:

Question 1 ___+ 2 ___+ 3 ___ + 4(R)___ + 5(R) ___ + 6(R) ___ + 7(R) ___ +8 ___ = _____

Note: For the reversed items marked with (R), rescore as follows:

1=5, 5=1, 2=4, 4=2, 3=3

Interpretation:

Score

27 – 40 Trusting. You tend to trust all people in most situations you encounter, regardless of whether or not they have earned your trust. You believe that other people are honest most of the time.

14 – 26 Cautious. You are cautious about trusting others and people often have to demonstrate that they are trustworthy before you trust them. You are guarded and don't believe everything you hear; you evaluate it.

Below 14 Skeptic. You generally don't trust other people and may not even trust them after they have proven trustworthy. You are skeptical and think that people lie a lot.

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Course Project: Organizational Consulting Report

- **Overview:** Think of yourself (or your team) as (an) organizational consultant(s). Your goal is to improve organizational performance through dealing with the "people" issues (the OB issues!). You will examine an actual organization of your choice (corporate culture and a problem or set of related problems), diagnose the problem(s), and recommend a solution(s).

The main objectives of the project is to provide students with an opportunity to:

(1) Develop an in-depth understanding of an organization through case research.

(2) Develop consultancy skills in data gathering, analysis, and communication.

- **2 Issues:** In addition to *organizational culture* (issue 1), the focus of the case study can be *any organizational behavior issue* of interest to students (e.g., personality, motivation, group processes, power and politics, organization design, leadership). This will be issue 2. Students should verify with the instructor for confirmation of qualified topics.

- **Sources:** The boundaries are those of imagination. The possibilities include personal work experience, interviews with members of an organization, questionnaires, observations of workplace behavior, analysis of organizational documents, trade journals, academic journals, local newspapers, and the business press (e.g., *Business Week*, *Forbes*, *Fortune*, *Wall Street Journal*). Do not, however, use a "pre-packaged" case (e.g., from a textbook or casebook). If there is a concern about the confidentiality of the selected company, it is okay to use a fictitious name. Also, sources must be cited carefully, since plagiarism could result in a failing grade for the course (for all group members), in addition to possible disciplinary action by the School/University.

- **Paper/presentation structure:** The paper should not exceed ten pages (although appendices and references may be added), and should consist of the following sections presented under sub-headings:

1. Introduction (5%)

Why was this particular organization selected?

What was the goal in doing so?

What were the anticipated findings in relation to the OB issue? (What is your hypothesis?)

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2. Methodology (20%)

How did you obtain the information necessary for this project?

Why was this method chosen?

Did you use interviews (with whom)? Surveys (with whom)?

Where did you get the survey or interview questions from (a scholarly journal article maybe)? Attach interview/surveys if used.

If you made observations, what did you look for? What days/times?

How many organizational sites did you visit?

How many and what type of employees were included (characteristics of your sample)?

Ethical considerations? (Was participation voluntary? Could people respond anonymously?)

3. Organization Description and Analysis (40%)

Based on your findings, describe the culture (issue 1 for background).

Then, discuss the key OB issue(s) that were identified (issue 2 for examining the hypothesis)

Use course material – apply theories/concepts - to describe issues/problems identified.

The more rigorous and insightful the analysis, the better.

Try to use scholarly references to justify points.

How does the organization compare with others in the industry, in terms of culture and the OB issue identified?

4. Recommendations (30%)

In this section, alternative action steps that relate specifically to the problems/issues identified in the project should be discussed and weighted.

Relative advantages / disadvantages for each course of action should also be discussed (extra reading may help with this section - try to use references to justify points).

Finally, specific recommendations and/or implementation plan(s) must be described (use course concepts and theories to justify choices).

5. Conclusion (5%)

Students should summarize what they learned about OB issues from the project (insights), and draw relevant conclusions. Was the hypothesis supported by the findings? Why/why not?

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6. Cite Sources (including the text book, plus journal articles, etc.)

Please use APA style.

Examples of APA Style:

In the text of the written project:

According to Jones (1998), APA style is a difficult citation format for first-time learners……..

In the reference list at the end of the written project:

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical, volume number*(issue number), pages.

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

7. Appendices

Please include organizational chart, copies of surveys, interview questions, pictures of cultural artifacts, interview transcripts, tables of survey results (e.g. mean scores), as examples.

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Chapter 2: Leadership: Core Concepts

Case 2.1: Which Boss Would you Rather Work For?

Case description

Provides two scenarios where employees are working for two very different kinds of bosses. Students compare the bosses and determine which are more effective and which leadership theories and styles may apply.

Learning Objectives

2.1: Define leadership and explain the difference between being a manager and being a leader.

2.2: Compare the elements of transactional and transformational leadership.

2.4: Explain why trust is important and how to repair it.

2.7: Describe ethical leadership and explain its importance.

2.8: Compare and contrast authentic and servant leadership.

Question Answers

1) Which boss would you rather have? Why?

Most students will pick Ting's boss, as he is striving to understand her situation and how he and the rest of the organization can support her. If students watch the video in the e-book (TED Talk, why good leaders make us feel safe), they may relate the concepts of the leader creating an environment where employees feel safe, trust their leader and organization, and are cared for in order for commitment to increase and performance to increase.

Think about the different leadership theories that were covered in the chapter and try to determine which leadership styles and traits are exemplified in the scenarios and which ones are needed.

For Ting—Transformational leadership is present in the forms of idealized influence and individualized consideration. For some students, ethical leadership might seem appropriate as it can be seen as the company doing the right thing and being morally sensitive by understanding how their actions can impact Ting's life and work. These two theoretical perspectives can be easily supported from details in the case. Other answers will take more creativity and assumptions to justify but are not inherently wrong if reasonable support can be fabricated.

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For Lisa—Leadership is clearly lacking here. Students should suggest one or two leadership styles from the chapter including servant leadership, transactional leadership, transformational leadership, or leader member exchange.

2) What were the outcomes for each of the employees and companies in these two scenarios? Thinking about these outcomes, why is it important for organizations to have strong leaders?

Ting—She is happy at work, putting more effort into helping the company be better and retain customers.

Lisa—She is looking to quit and is miserable at work. She is not as effective as she could be.

Students should come to the conclusion that leadership has an impact on the outcome variables (attitudes, performance, and turnover) discussed in the previous chapter.

Note

In this guide, some suggested answers are provided. Most of these questions are there to make students think and interrelate concepts from the current and previous chapters and, hopefully, to generate a more integrated understanding of organizational behavior. However, some responses will be a matter of opinion or are used to assess critical and creative thinking and one's ability to justify one's decision. Thus, the answers for the case questions are not the only right answer and so at times we don't provide an in-depth sample answer.

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Learning Objectives

Chapter 2

Refer to Pages 23–55.

2.1: Define *leadership*, and explain the difference between being a manager and being a leader.

Refer to Page 24.

Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it and the process of facilitating individual and collective efforts to accomplish shared objectives. The manager is the day-to-day problem solver, and the leader is focused on developing new approaches and options for the future. Leadership is about inspiring others to follow their vision for the organization. Managers are concerned with controlling the operations of the organization so things run efficiently. The manager imitates, the leader originates. The manager asks how and when; the leader asks what and why. The manager relies on control; the leader inspires trust.

2.2: Compare the elements of transactional and transformational leadership.

Refer to Page 26.

Transactional leadership is behaviors that motivate follower through rewards and corrective actions. Transformational leadership is behaviors that mobilize extra effort from followers through emphasis on change through articulating a new vision for the organization. Leadership is a continuum with transactional leadership being the foundation on which transformational leadership is built. Both styles must develop effective working relationships with followers.

2.3: Illustrate the leader—member exchange (LMX) model with an example.

Refer to Page 28.

There are three steps in the LMX relationship development process: roletaking, role-making, and role-routinization. In role-taking, the boss tests the commitment of the follower by offering extra work. Through this testing and responses, the boss forms an overall assessment of whether the follower is in-group or out-group. During the process of role-making, mutual expectations of the working relationship are established and the follower's role is clearer. The final step is role-routinization. Once roles are made, they become stable since the leader and follower both know what to expect. For example, relationships develop best when the leader is able to delegate tasks to the member.

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2.4: Explain why trust is important and how to repair it.

Refer to Page 35.

The following definition of trust is often cited: "the willingness to be vulnerable." In a meta-analytic study, trust was found to be related to important outcomes—risk-taking and job performance. A review of the various definitions of trust offers the following summary: Trust is a psychological state comprising the intention to accept vulnerability based on positive expectations of the intentions or behavior of another. Trust is fundamental to the development of effective working relationships with bosses (and others). To repair trust, ask the following questions: Is the trustee innocent or guilty of committing the transgression? If innocent, denial and offer any available exonerating information? If the trustee is guilty of the transgression, should this be attributed to the situation or to the person? If guilty an apology should follow. If the transgression is attributed at least in part to the person, is the personal shortcoming fixable or is it an enduring characteristic of the trustee? Promises may restore trust but not if trustee lied in the process.

2.5: Compare and contrast power and influence, and provide an example of each.

Refer to Page 38

Power is the potential of one person (or group) to influence another person or group. Some people have a lot of power but they don't need to actually exercise it. For example, a police officer sitting on the side of the interstate affects your behavior (and those ahead of you!). You remove your foot from the accelerator and slow down. It is the officer's potential to write you a ticket and not the actual behavior of writing it that changes behaviors. This is important to keep in mind. You don't always have to demonstrate your power—if you attain a managerial position and have others who report to you, it is unspoken. Often, power is best executed when it is done so in a subtle manner. Influence, in turn, is the exercise of power to change the behavior, attitudes, and/or values of that individual or group.

2.6: Explain why political skill is important for a leader to be effective.

Refer to Page 44.

Political skill is the ability to effectively understand others at work and to use such knowledge to influence others to act in ways that enhance one's personal and/or organizational objectives. Political skill is essential for making all the tactics and reciprocities described in the chapter work.

2.7: Describe ethical leadership, and explain its importance.

Refer to Page 45.

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Leadership and ethics are intertwined, and the exercise of power and influence is an area where the tests described in the boxed insert must be applied. Ethical decision making is important to the practice of leadership and contemporary theories of leadership address morality. Research on ethical leadership has found four components: (1) Moral sensitivity involves recognizing that our behavior impacts others. (2) Moral judgment involves determining the right decision. (3) Moral motivation is having the need to do the right thing. (4) Moral action.

2.8: Compare and contrast authentic and servant leadership.

Refer to Page 46.

A definition of the servant leader is as follows: The servant-leader is servant first. . . . It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions. Authentic leadership involves knowing oneself and behaving in a way that is consistent with what is intuitively right. Authentic leadership has four dimensions: (1) Self-awareness—for example, seeks feedback to improve interactions with others. (2) Relational transparency—for example, says exactly what he or she means. (3) Internalized moral perspective—for example, demonstrates beliefs that are consistent with actions. (4) Balanced processing—for example, solicits views that challenge his or her deeply held positions.

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ESSENTIALS OF ORGANIZATIONAL BEHAVIOR

CHAPTER 2
LEADERSHIP: THE CORE CONCEPTS

TERRI A. SCANDURA

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AGENDA

- Managers and leaders
- Transformational leadership
- Leader–member exchange
- Power and influence
- New leadership approaches

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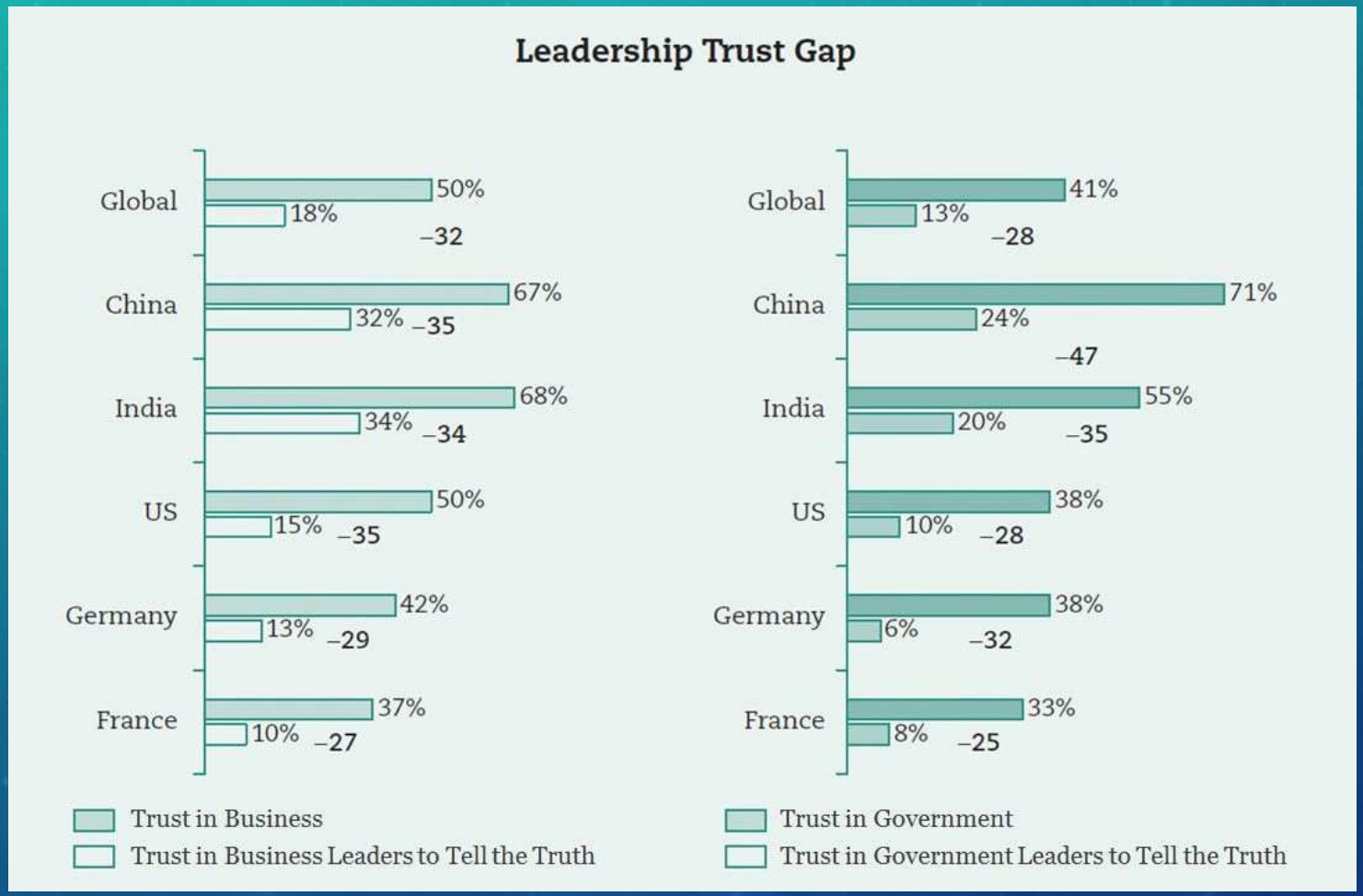
HAVE LEADERS LOST THEIR FOLLOWERS' TRUST?



Source: Edelman Trust Barometer, 2013, Executive Summary

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WHAT IS LEADERSHIP?

- Whom do you consider to be a leader?
- Why?

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WHAT IS LEADERSHIP?

"Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives." (Yukl, 2013 p. 7)

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MANAGERS AND LEADERS: ARE THEY DIFFERENT?

- A manager is a day-to-day problem solver.
- Managers are concerned with controlling the operations of the organization efficiently.
- A leader is focused on developing new approaches and options for the future.
- A leader inspire others to follow his or her vision for the organization.

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OTHER DIFFERENCES

The Manager	The Leader
Administers	Innovates
Is a copy	Is an original
Maintains	Develops
Focuses on systems and structure	Focuses on people
Relies on control	Inspires trust
Has a short-range view	Has a long-range perspective
Asks how and when	Asks what and why
Looks always at the bottom line	Looks always on the horizon
Imitates	Originates
Accepts the status quo	Challenges the status quo
Is the classic good soldier	Is his or her own person
Does things right	Does the right thing

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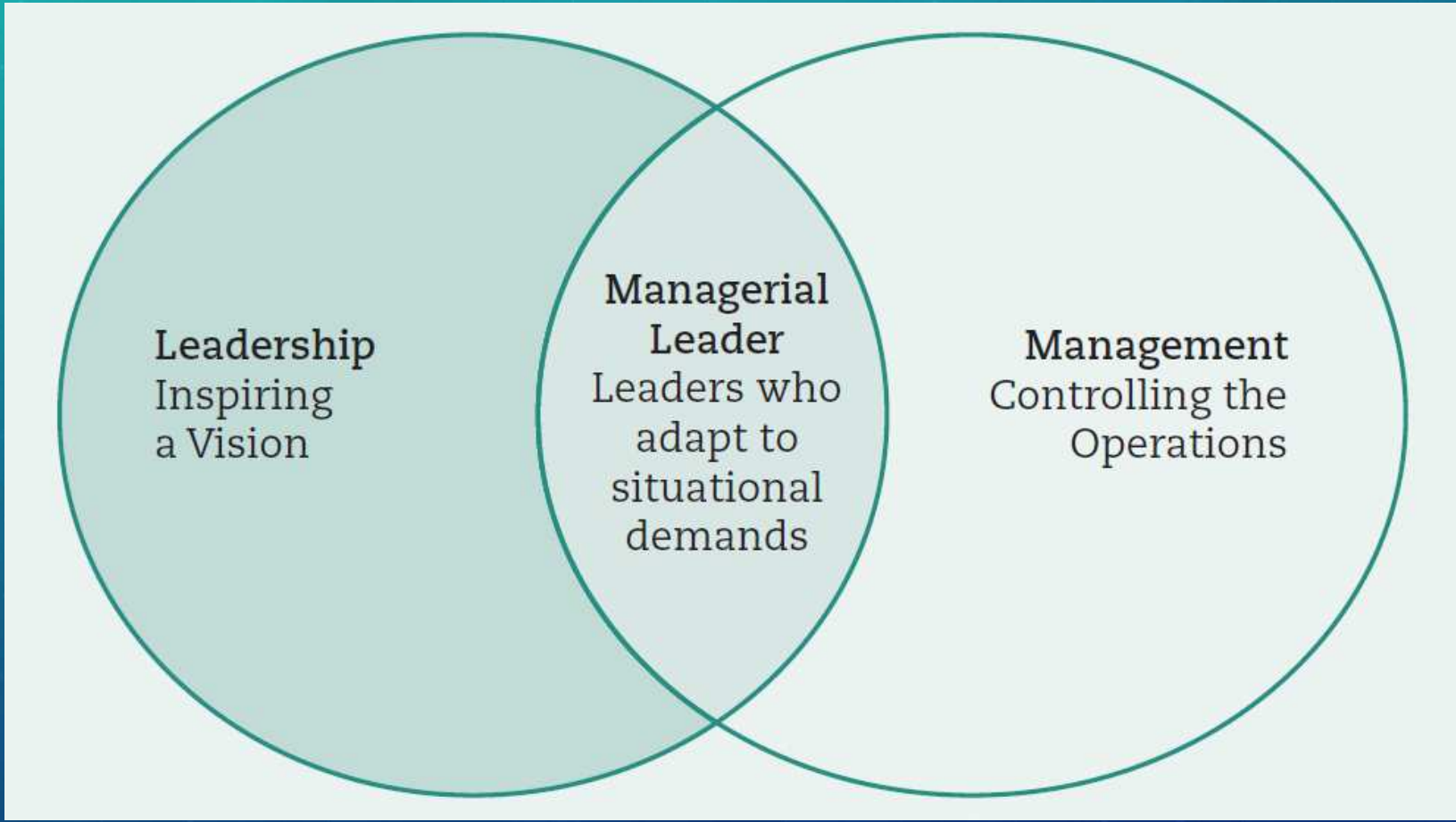
FIGURE 2.1
LEADERSHIP & MANAGEMENT



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LEADERSHIP & MANAGEMENT

- They are not mutually exclusive.
- Both are skill sets that one has to develop.
- Successful organizations have individuals that are both good managers and leaders.

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FULL-RANGE LEADERSHIP DEVELOPMENT

- Transactional Leadership
  - Behaviors that motivate followers through rewards and corrective actions
- Transformational Leadership
  - Behaviors that mobilize extra effort from followers through emphasis on change through articulating a new vision for the organization

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FULL-RANGE LEADERSHIP DEVELOPMENT

LEGEND

Nonleadership

LF: Laissez-Faire

Transactional

MBE-P: Management-by-Exception, Passive

MBE-A: Management-by-Exception, Active

CR: Contingent Reward

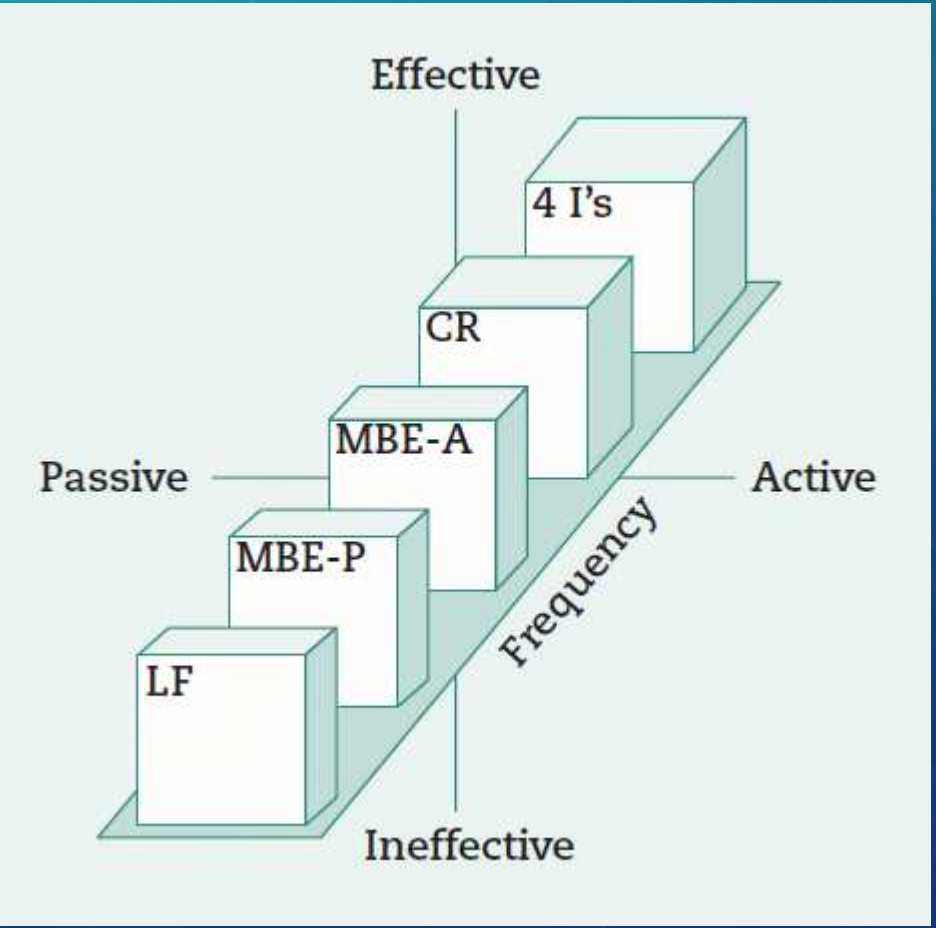
Transformational 4 I's

Idealized Influence

Inspirational Motivation

Intellectual Stimulation

Individualized Consideration



Source: Bass & Avolio, 1994, Improving Organizational Effectiveness through Transformational Leadership. SAGE Publications, Inc.

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TRANSACTIONAL LEADERSHIP

- **Contingent reward** – promising or delivering rewards to followers contingent on their performance
- **Management-by-exception** (MBE)
  - Active form (MBEA): the leader looks for the follower to make errors and then corrects them
  - Passive form (MBEP): leader does not actively look for errors or deviations from work standards, but when she notices them, she takes corrective action.

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TRANSACTIONAL LEADERSHIP (CONTINUED)

- **Laissez-faire**. This is the near-avoidance of leadership. It is the least active and least effective of all of the leadership styles in the full-range model.

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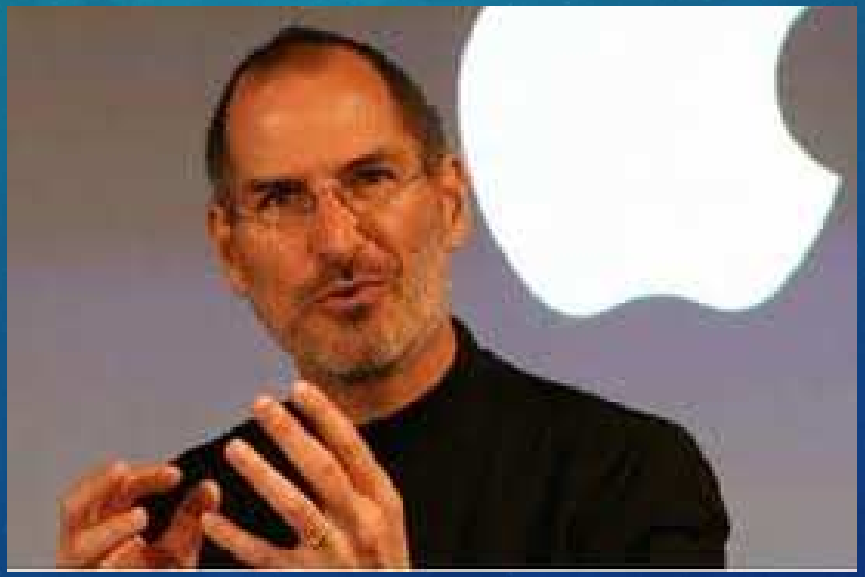
TRANSFORMATIONAL LEADERSHIP

- This set of behaviors is most related to positive attitudes, commitment, and performance of followers.



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TRANSFORMATIONAL BEHAVIORS: THE 4 I'S

- **Idealized influence**. Being admired and respected by followers is the core of this leadership component. They are seen as change agents in the organization.

- **Inspirational motivation**. Leaders inspire others to work hard toward organizational goals by providing challenge. They are positive and upbeat and get others to feel optimistic.

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TRANSFORMATIONAL BEHAVIORS: THE 4 I'S

- **Intellectual stimulation**. Transformational leaders encourage innovation and new ideas. They listen to followers openly and don't criticize novel solutions to problems.
- **Individualized consideration**. Transformational leaders treat each follower as a unique person. They get to know people one-on-one and mentor them.

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LEADER–MEMBER EXCHANGE (LMX)

- **Leader–member exchange** (LMX) is defined as the quality of the working relationship that is developed with each follower.
- The LMX model has shown that in a relatively short period of time, leaders decide who is in their "**in-group**" and who is in their "**out-group.**"

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LMX: THE IN GROUP

- These are the leader's "go to" people in a work group
- They are dependable, trustworthy, and assist the leader in reaching his or her goals
- They receive better performance evaluations, higher salary increases and are promoted at a rate faster than their peers

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LMX: THE OUT-GROUP

- Out-group members are not poor performers.
- Out-group members perform to the specifications in their job descriptions but
  - don’t go above and beyond
  - don’t take on extra work.

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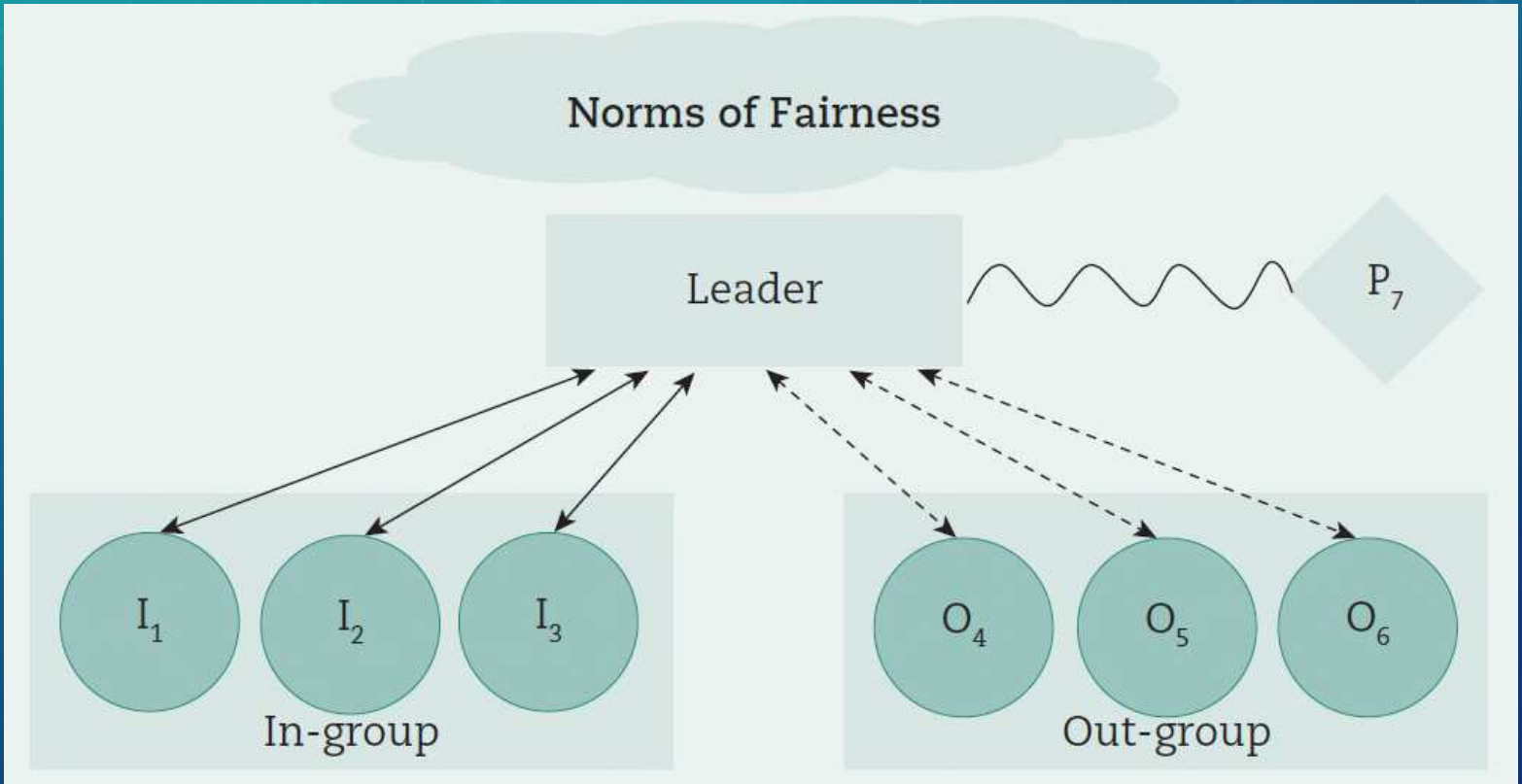
LMX IN A WORKGROUP WITH 7 DIRECT REPORTS

I = In-group member
O = Out-group member
P = Poor performer
→ In-Group exchange (High LMX)
--→ Out-Group exchange (Low LMX)
∿ Supervision & Performance Monitoring



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LMX RELATIONSHIP DEVELOPMENT

- Role-taking
  - boss tests commitment of followers by offering extra work in exchange for benefits
- Role-making
  - mutual expectations established
  - follower's role clarified
- Role-routinization
  - roles become predictable
  - leader and follower both know what to expect

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MANAGING YOUR BOSS

- LMX has been related to promotions and salary increases.
- An effective working relationship with your boss predicts performance, job satisfaction, organizational commitment, motivation, and lower turnover.

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FOLLOWER REACTIONS TO AUTHORITY

- Counterdependent
- Overdependent
- Interdependent

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STEPS: MANAGING YOUR BOSS

1. Find out what “good” looks like to make sure you meet expectations.
2. Ask your boss what kind of follow-up he or she wants.
3. Examine and adjust to your boss’ style.
4. Tell your boss when you feel you haven’t been fully heard.
5. Become aware of other managers’ styles.
6. Manage up. Understand your boss and teach your boss how to work with you.

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THE MENTOR CONNECTION

- Mentoring is an intense developmental relationship whereby advice, counseling, and developmental opportunities are provided to a protégé by a mentor, which, in turn, shapes the protégé's career experiences (Eby 1997, p. 127).

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MENTORING ROLES

- Mentors provide
  - Career support
  - Social support
  - Are role models for mentees

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MY BOSS, MY MENTOR

- Career mentoring from a boss contributes to:
  - Performance
  - Promotions and salary increases above and beyond a high-quality LMX relationship
  - Higher potential
  - Higher organizational commitment

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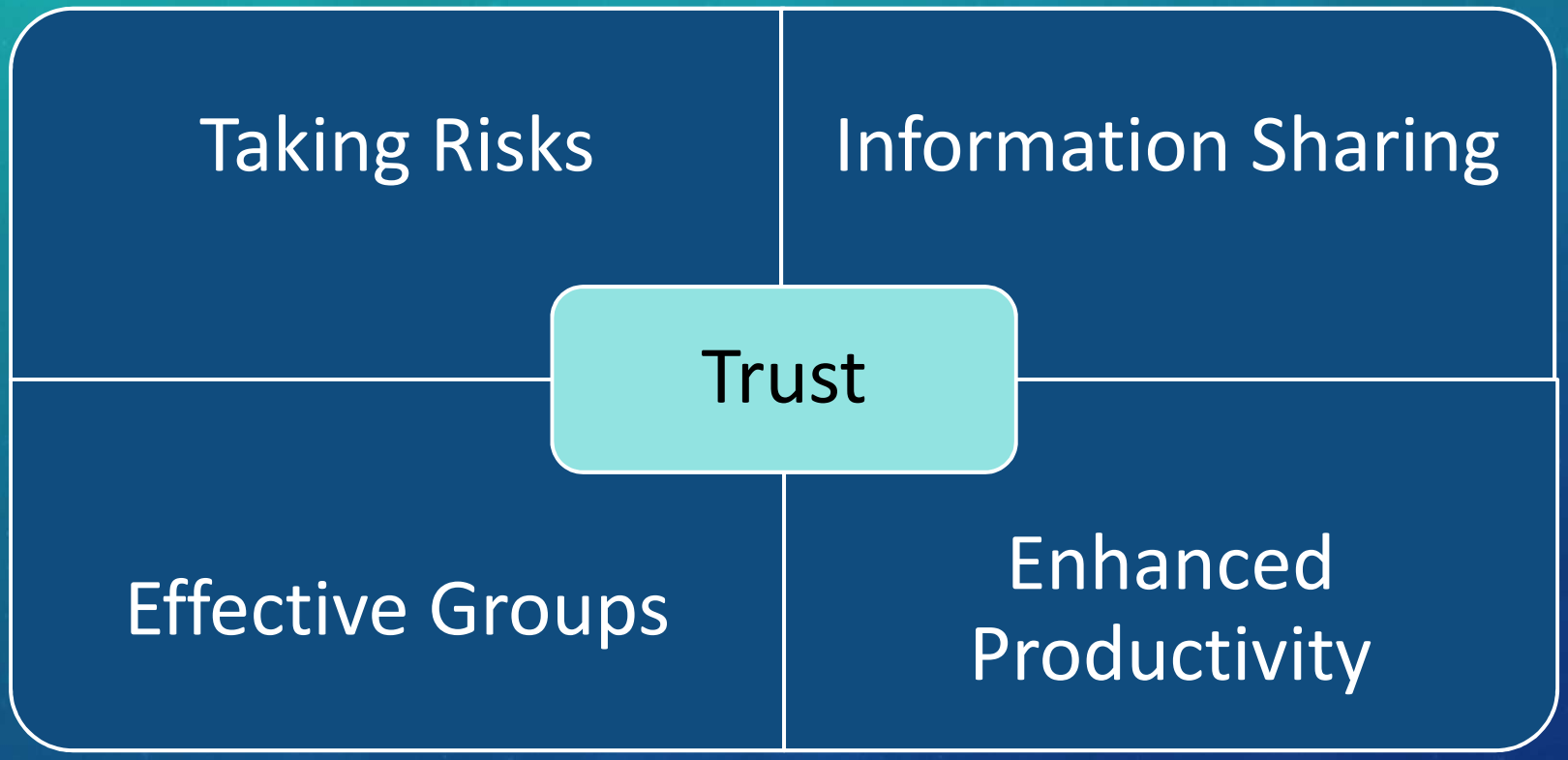
THE IMPORTANCE OF TRUST



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THE IMPORTANCE OF TRUST

Trust is a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behavior of another.

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CALCULUS-BASED TRUST

- A form of trust is based on keeping records of what another person does for you and what you do for them.
- It is an “arm’s length” form of trust in which neither party really becomes that vulnerable to the behavior of the other person.
- The expectations are like contracts, and the consequences of violating trust are punishment or the severing of the relationship

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KNOWLEDGE-BASED TRUST

- Level of trust is grounded in how predictable the other person is
- Developed over time:
  - Through interactions, benefits are exchanged between two parties.
  - People come to expect the other person to come through for them.
  - Information is gathered about the other person in a variety of circumstances.

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IDENTIFICATION-BASED TRUST

- This form of trust is characterized by the leader and follower sharing the same goals and objectives.

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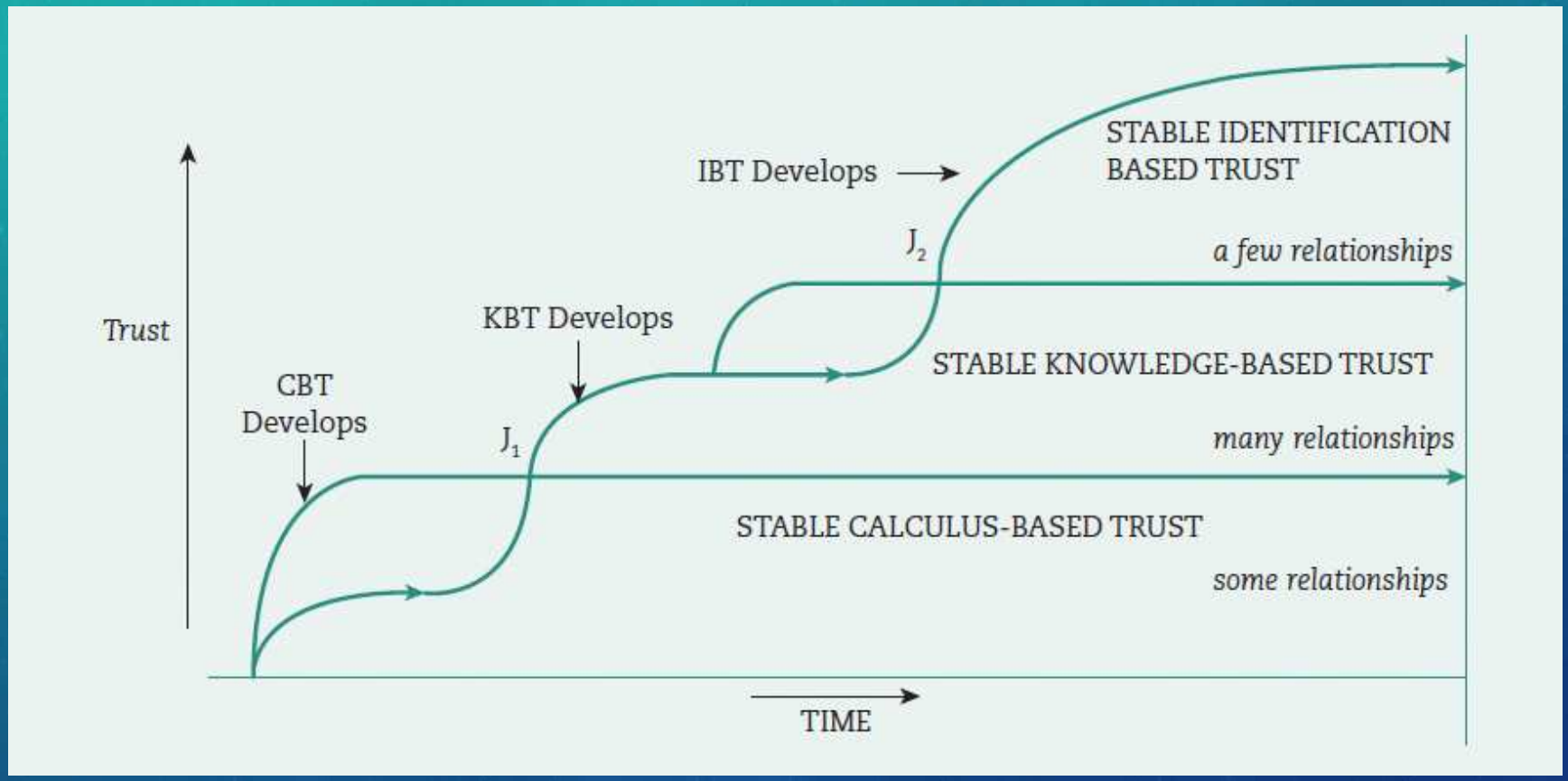
THE DEVELOPMENT OF TRUST



Source: Lewicki, R. J. & Bunker, B. B. (1996). Developing and maintaining trust in work relationships. In: Kramer, R. M. & Tyler, T. R. (Eds.), *Trust in organizations: Frontiers of theory and research*. Thousand Oaks, CA: SAGE Publications.

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REPAIRING BROKEN TRUST

- Post-violation assessment
  1. Are you innocent or guilty of committing the transgression?
  2. If guilty of the transgression, is this due to the situation or to you?
  3. If the transgression is attributed at least in part to you, is it a personal shortcoming you can fix or or is it an enduring characteristic that you seem to repeat?

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RESPONSES TO BROKEN TRUST

- Denial
- Apology
- Explanations/excuses
- Promises
  - However, the violation cannot have been a lie.

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POWER AND INFLUENCE

- Power is the *potential* of one person (or group) to influence another person or group.
- Influence can, therefore, be thought of as *power in use*.

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ORGANIZATIONAL SOURCES OF POWER

1. Lines of supply
2. Lines of information
3. Lines of support

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BASES OF POWER

- Some forms of power come with a person's position in the hierarchy—position power.
- Other power may come from the personal characteristics of the person and may have no relationship to their position in the organization—personal power.

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POSITION POWER

- **Coercive power:** the authority to punish
- **Reward power**: the authority to provide incentives or other things valued
- **Legitimate power**: the authority to make a request and get a response due to the nature of the roles between two people (e.g., boss and direct report)

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PERSONAL POWER

- **Expert power**: the ability to influence others due to knowledge or a special skill set
- **Referent power**: the ability to influence based on others' identification with the individual and followers' desire to emulate her.

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BASES OF POWER & FOLLOWER RESPONSES

Follower Engagment Level	Power Base Used (Follower Response)	Follower Reaction to Directives
Commitment	Referent "I admire you"	High motivation and performance
Compliance	Expert "I need your help" Legitimate "It's my job" Reward "I'm in it for the money"	"Zone of Indifference"
Resistance	Coercive "I resent being treated this way"	Low performance and sabotage

Sources: French, J. R. P., & Raven, B. (1960). The bases of social power. In: D. Cartwright & A. Zander (Eds.), *Group dynamics*, 2nd ed. (pp. 607–623). New York: Harper and Row; Barnard, C. (1938). *Functions of the executive*. Cambridge, MA: Harvard University Press.

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REACTIONS TO POWER AND INFLUENCE

- Commitment
- Compliance
- Resistance

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INFLUENCE STRATEGIES

Rational persuasion

Apprising

Inspirational appeals

Consultation

Collaboration

Ingratiation

Personal appeals

Exchange

Coalition tactics

Legitimating tactics

Pressure

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WHICH INFLUENCE STRATEGIES ARE THE MOST EFFECTIVE?

- Rational persuasion
- Consultation
- Inspirational appeals
- Apprising, collaboration, and exchange
  - Effective with peers, not the boss

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USE WITH CARE

- Ingratiation
- Personal appeals
- Legitimating
- Pressure
- Coalition

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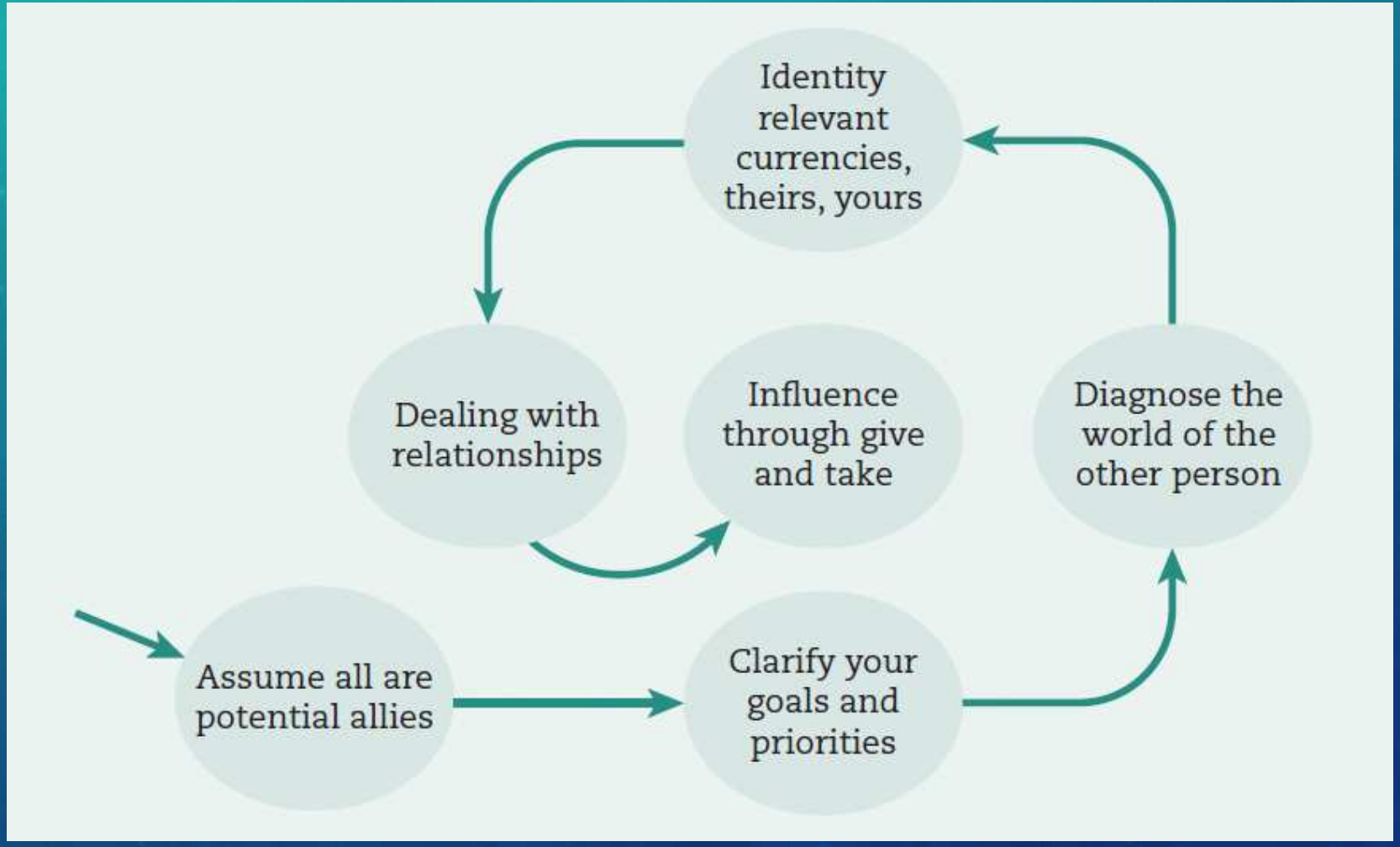
INFLUENCE WITHOUT AUTHORITY



Source: Cohen, A. R., & Bradford, D. L. (2005). *Influence without authority* (2nd ed.). New York, NY: John Wiley.

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ORGANIZATIONAL POLITICS

- The use of influence tactics is often seen as political.
- **Perceptions of organizational politics** have been associated with decreased job satisfaction, increased anxiety and stress, increased turnover, and reduced performance (Kacmar et al., 1999).

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POLITICAL SKILL

- The ability to effectively understand others at work, and to use such knowledge to influence others to act in ways that enhance one's personal and/or organizational objectives
- Political skill helps one execute influence tactics.

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ETHICAL USE OF POWER AND INFLUENCE

- 9 steps to guide ethical dealings
  1. Recognize that there is a moral issue.
  2. Determine the actor (and the players) in the issue.
  3. Gather the facts.

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ETHICAL DEALINGS (CONTINUED)

4. Test for right vs. wrong: Four tests
   - Is it legal?
   - Does it feel right at the gut level?
   - Would you want to see this on the front page?
   - What would your mother/family think?

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ETHICAL DEALINGS (CONTINUED)

5. Test for right vs. right (when both options seem moral): e.g., truth vs. loyalty (hard decisions).
6. Apply the appropriate ethical principles (e.g., utilitarian, rights, justice).
7. Is there a third way through the dilemma?
8. Make the decision.
9. Revisit and reflect.

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ETHICAL LEADERSHIP

- Moral sensitivity involves recognizing that our behavior *impacts* others.
- Moral judgment involves determining the right decision.
- Moral motivation is having the need to do the right thing.
- Moral action means doing something ethical.

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SERVANT LEADERSHIP

- "The servant-leader *is* servant first . . . It begins with the natural feeling that one wants to serve, to serve *first*. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is *leader* first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions." (Liden et al., p. 9)

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SERVANT LEADERSHIP

Servant-leaders facilitate team confidence, affirming the strengths and potential of the team and providing developmental support.

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BEHAVIORS OF SERVANT LEADERS

- Conceptualizing
  - Thorough understanding of the organization
- Emotional healing
  - Recognizing others' problems and taking the time to address them
- Putting followers first
  - Showing empathy

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BEHAVIORS OF SERVANT LEADERS (CONTINUED)

- Helping followers grow and succeed
  - Knowing their professional or personal goals
- Behaving ethically
  - Doing the right thing in the right way
- Empowering
  - Allowing followers freedom to be independent, make decisions on their own, and be self-sufficient

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BEHAVIORS OF SERVANT LEADERS (CONTINUED)

- Creating value for the community
  - Intentionally giving back to the community
  - Encouraging followers to volunteer for community service

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AUTHENTIC LEADERSHIP

- Authentic leaders know themselves and behave in a way that is consistent with what is intuitively right.
- Four dimensions:
  - Self-awareness
  - Relational transparency
  - Internalized moral perspective
  - Balanced processing

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LEADERSHIP IMPLICATIONS: LEADING ETHICALLY

- After decades filled with corporate greed and scandal, morality and ethics in OB and leadership are imperative.
- You as managers will need to not only act ethically, but encourage your followers to do so.

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OPEN-ACCESS STUDENT RESOURCES

- Checklist action plan
- Learning objective summaries
- Mobile-friendly quizzes
- Mobile-friendly eFlashcards
- Video and multimedia resources
- SAGE journal articles

edge.sagepub.com/scandura

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D R O P

Cooperative Construction Exercise

Purpose:

To experience planning and to conduct a cooperative effort through the use of communication skills

Cooperative Construction Exercise

Goals:

To work as a team toward a challenging goal.

To practice team leadership and participation skills.

Procedure:

This is a cooperative building project. You have the building materials. You have 10 minutes to discuss the project, decide how to do it, and plan how to coordinate the process. Your job is to build a structure which will protect the egg from breaking when it is dropped from a height of 6 feet. The structure must stay on the floor. The egg must be dropped without any tape attached to it. The egg must land and remain in the structure. At the end of your 10 minutes planning time, I will call TIME.

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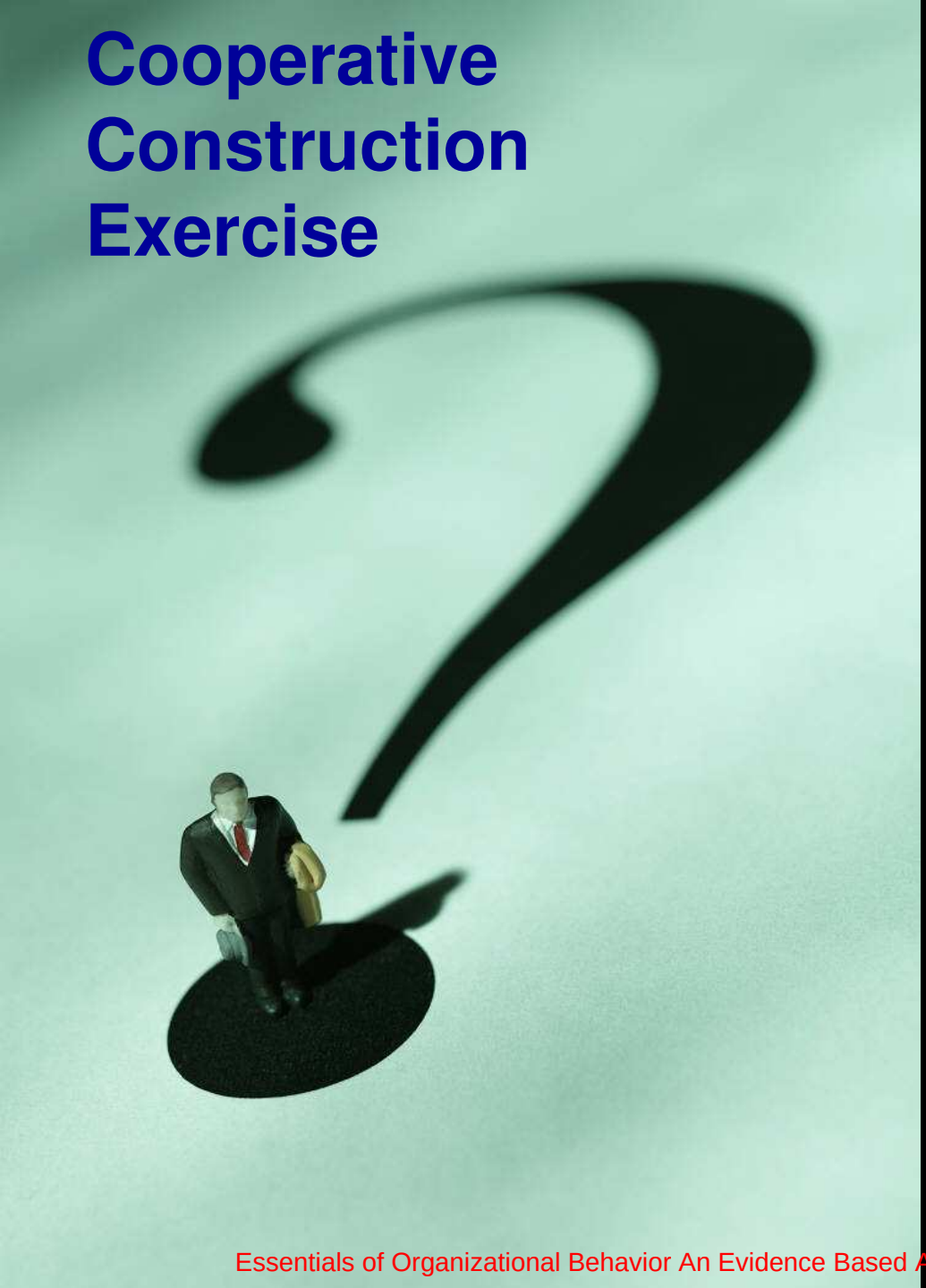
Cooperative Construction Exercise



Processing questions:

How did you feel about the activity?

Did everyone participate? If not, why not?

Did anyone take a leadership role? How do the others feel about that?

Did any patterns of working together emerge?

Did you follow your plan? In not, why not?

What did you learn and how can you use it?