What Do We Know, and Don’t Know?

- Because it is so important, almost every question regarding intelligence is disputed by someone, but that does not mean there is no consensus.

- See
  - Wikipedia entry: “Mainstream Science on Intelligence”
    http://en.wikipedia.org/wiki/Mainstream_Science_on_Intelligence
Things About Which There is Strong Consensus

- The terms intelligence, cognitive ability, general mental ability (for general intelligence, or g) are used interchangeably.
- Like all aspects of psychology, intelligence is latent in that it can never be directly observed, but it can be measured well.
- Intelligence is strongly heritable.
- Intelligence declines with age, but this strongly depends on the specific ability and other factors (education, activity).
Things About Which There is Strong Consensus

• Intelligence tests are significant predictors of many important life and work outcomes

• It would be foolhardy - in terms of both predictive validity and fairness - to base employment decisions only on intelligence test scores

• Adverse impact of intelligence tests is a cause of concern in and of itself and should be addressed somehow
  • Use of other predictors substantially reduces adverse impact
Things About Which There is Some Consensus

- Intelligence test scores are rising (Flynn Effect)
- Socioeconomic background has a major effect on intelligence test scores, and heritability varies by socioeconomic status (lower for lower SES groups)
- Racial differences in intelligence are narrowing
- Education and intelligence appear to be reciprocally related
- Some aspects of the environment do affect intelligence (nutrition, birth date [not order], etc.)
Things That Are Hotly Disputed

• Whether stereotype threats cause test score differences
• Whether genetic differences account for race differentials
• Whether intelligence varies by nation or culture
• Cause of sex differences in specific cognitive abilities
• The degree to which intelligence test scores are context-specific
Things We Don’t Know

- **Why** intelligence is heritable
  - Very difficult to isolate specific genetic markers associated with intelligence
- **Why** intelligence test scores are rising
- **Why** racial differences are narrowing
• Intelligence tests are among the more useful tools for making hiring decisions

• Group-level differences in any psychological concept are prone to misinterpretations
  • Stereotypes are more stubborn than we are willing to admit
  • One can never infer the specific from the general
  • There may be social harm in presentation of subgroup differences

• Much of what we believe is derived from non-scientific sources (media outlets, political debate)

• Diversity - in all its forms - is a worthy goal for any institution
Further Reading


• Scherbaum et al., “Intelligence 2.0: Reestablishing a Research Program on g In I-O Psychology,” *Industrial and Organizational Psychology*, 2012
University of Notre Dame

EMBA 60616
Leadership and Decision-Making

Timothy A. Judge

South Bend – Cincinnati EMBA Program
August 17, 2013 (10:45 AM – 5:15 PM)
Please turn in your Readings Summary for today and your Personal Development Plan.
1. Case Discussions: “Campbell & Bailyn” and “Thomas Green”
2. Leadership and Leading the Dark Side
3. Exercises: “Defining Characteristics” and Graded Exercise
4. Dark Side Feedback Reports

Note--Course materials are posted on website:
http://www.timothy-judge.com/
1. July 25  Understanding Yourself and Others
2. July 26  Individual Decision-Making
4. August 16 AM  Making Decisions About People…
4. August 16 PM  And Motivating Them
5. August 17 AM  Leadership
6. August 17 PM  Leading the Dark Side
7. Sept 12  In-Class Essay
# Course Requirements

## Significant Upcoming Dates

<table>
<thead>
<tr>
<th>September 12</th>
<th><strong>Due:</strong> Optional PDP update</th>
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<tbody>
<tr>
<td></td>
<td>Final In-Class Essay</td>
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<tr>
<td>Time</td>
<td>Activity</td>
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</tr>
<tr>
<td>10:45-11:00</td>
<td>Review; Q&amp;A</td>
</tr>
<tr>
<td>11:00-11:20</td>
<td>Exercise: Defining Characteristics</td>
</tr>
<tr>
<td>11:20-12:00</td>
<td>Leadership</td>
</tr>
<tr>
<td>12:00-1:15</td>
<td>Break</td>
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<tr>
<td>1:15-1:35</td>
<td>Leadership (cont’d)</td>
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<td>1:35-2:30</td>
<td>Graded Exercise</td>
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<tr>
<td>2:30-2:45</td>
<td>Break/Peer Evaluation Forms</td>
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<tr>
<td>2:45-3:15</td>
<td>Power and Influence</td>
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<td>3:15-3:45</td>
<td>Discussion on Campbell &amp; Bailyn case</td>
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<tr>
<td>3:45-4:15</td>
<td>Dark Side Feedback Reports</td>
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<tr>
<td>4:15-4:45</td>
<td>Discussion on Thomas Green case</td>
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<tr>
<td>4:45-5:00</td>
<td>Preview: Final In-Class Essay</td>
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<tr>
<td>5:00-5:15</td>
<td>Wrap-Up</td>
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Class #5
Section 2
Exercise: Defining Characteristics
Exercise

Defining Characteristics

• Form groups as assigned on next slide
• Take role card from Tim
• For role, identify 6-8 defining characteristics of that role
  – Defining characteristics are “best in class”—what it takes to be exceptional
  – Since you are limited in the number of defining characteristics, must reach consensus
• Appoint a spokesperson who’ll report results to class
<table>
<thead>
<tr>
<th>Defining Characteristics</th>
<th>Wyatt, Jeff</th>
<th>Talarico, Nick</th>
<th>Davis, Jodi</th>
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|                          | Speckman, Jason | Pranke, MaryAnn | Sanchez, Hipolito |
|                          | Kraus, Tom | Fogarty, Danny | Bronk, Meredith |
|                          | Venugopal, Venu | Schoenig, Demetra | Manica, Joe |
|                          | Ray, Chip | Hudson, Michelle | Lazenga, Nate |
|                          | Conley, Chris | Reynolds, Natalie | Iglesias, Leslie |
|                          | Eyler, Cory | Corbett, Tim | Rousseve, Dan |

|                          | Kuhlmann, Chris | Green, Rebecca | Telman, Ji |
|                          | Davis, Glen | Baerlocher, Anthony | Yuran, Mark |
|                          | Webster, Daniel | Schad, Matt | Bryant, Jeremy |
|                          | Purdy, Matt | Zulich, Tim | Day, George |
|                          | Doyle, Tim | Fitzgibbon, Joshua | Wieckowski, Kara |
|                          | O'Donnell, John | DiDonna, Mike | Morales, Seth |

|                          | YELLOW | GREEN | PINK |
|                          | PURPLE | AQUA | GREY |
|                          | BLUE | PEACH | BLACK |
Exercise

Defining Characteristics

• Roles
  (a) government leaders (yellow and green)
  (b) business leaders (pink and purple)
  (c) school leaders (aqua)
  (d) sports leaders (blue and peach)
  (e) effective managers (grey and black)

• Are characteristics consistent across roles?
  – What does this tell you about leadership?
  – From results, does it appear that what it takes to be a good leader is different from what it takes to be a good manager?
Leadership

A Definition

I put an EMBA leadership class (N=38) to work.

They formulated their own definitions of leadership.

25 mentioned vision
25 mentioned others
17 mentioned goals
15 mentioned motivation
13 mentioned persuasion or influence
11 mentioned teams or groups
10 mentioned performance or potential
8 mentioned consideration or coaching
7 mentioned leading by example or role model
5 mentioned inspiring or enlightening
5 mentioned trust
4 mentioned charisma
4 mentioned communication
Class #5
Section 3
Leadership
Leadership

A Definition

• Leadership is an interpersonal *influence* process that attempts to *motivate followers* (and others) to achieve *goals* that represent shared *values*

  – Influence
  – Motivation
  – Followership
  – Goals
  – Values

Let’s consider each of these in turn
Leadership

Influence

• How do you influence people?
• Dual process models of social persuasion and attitude change (see Crano & Preslin, *Annual Review of Psychology*, 2006)
  – First, individuals must be motivated to analyze message
  – Then, individuals will be persuaded if argument is strong (well reasoned, data based)
  – What are implications for leaders?
Leadership

Motivation

• A leader who can’t motivate can’t function
  – BUT…

• Social influence and levels of motivation
  – Resistance (negative motivation)
  – Compliance (extrinsic cooperation)
  – Commitment (intrinsic identification)
What’s the matter with this headline?

If you don’t have followers, you’re not leading
  – A leader must influence
  – Vision cannot just be leader’s vision
Leadership

Goals and Values

• Goals
  – Leaders get the performance they expect

• Values
  – Values are desired end states “want”
  – Can also be moral “ought”

• As we will discuss, goals and values are linked under vision
Leadership

Transition

• Having considered what is leadership, let’s now turn to what makes leadership
  – Theories of leadership
  – Rather than take you through a 100-year odyssey, let’s hit the highlights
    – Trait Theory
    – Behavioral School
    – Contingent-Situational Approaches
    – Charismatic and Transformational Leadership
    – Authentic/Ethical Leadership
Theories of Leadership

Trait Approach

• Leaders possess stable characteristics that differentiate them from non-leaders
  – The “Great Man” approach to leadership

• To some degree, this is true (analysis of 73 studies of 12,000 organizational leaders)
  – Extraversion strongest correlate \( r = .31 \), more strongly predicts emergence than effectiveness
  – Conscientiousness, openness, and neuroticism also important
  – Agreeableness less important
Theories of Leadership

Trait Approach

Degree To Which Big Five Traits Predict Leadership (2013 Class)

Leadership Effectiveness (Other Rated)

Predicted Leadership Based on Big Five Traits (Other Report)

$R^2 = 0.2411$
Theories of Leadership

Trait Approach

Degree To Which Big Five Traits Predict Leadership (2012 Class)

R² = 0.3099

Leadership Effectiveness (Other Rated) vs. Predicted Leadership Based on Big Five Traits (Other Report)
Theories of Leadership

Trait Approach

Degree To Which Big Five Traits Predict Leadership (Combined)

Leadership Effectiveness (Other Rated)

Predicted Leadership Based on Big Five Traits (Other Report)

R² = 0.3099

R² = 0.2411
Theories of Leadership

Trait Approach

• Upshot
  – Whether in general, or with this class in particular, certain traits do forecast leadership effectiveness, BUT
    • The correlations are not terribly strong
    • They do a better job of forecasting emergence than effectiveness
  – So what to do?
Theories of Leadership

Latest Thinking

• Fortunately, in the past half century, we’ve learned a lot about leadership
  – Book covers contingency approaches and while they have some support, there are problems
    • Mostly about matching (limited implication)
    • Behavioral dimensions appear to work across contexts
    • Supplanted by newer “neo” theories

• So what is this latest thinking?
Initiating Structure

Ethical Leadership

Consideration

Transformational Leadership

Traditional Approaches

Neo Approaches

Thinking (Cognition)

Feeling (Emotion)
Four Behavioral Dimensions

Definitions

• **Consideration**
  – Degree to which leader behaves in relationship-oriented manner (toward fulfilling relationships)

• **Initiating structure**
  – Degree to which leader behaves in task-oriented manner (toward meeting objectives)

• **Ethical/authentic leadership**
  – Demonstration of normatively appropriate conduct, and the promotion of such conduct to followers

• **Transformational leadership**
  – Leaders who inspire followers to transcend their own self-interests and who are capable of having a profound and extraordinary effect on followers
Behavioral Approach to Leadership
Ohio State and Michigan Studies

• Research conducted at Ohio State University led to focus on two leader behaviors
  – Independent research at University of Michigan identified very similar factors
  – Together called **behavioral approach**

  • **Consideration**: Treating group members as equals, encouraging participation, listening, considering welfare of group members

  • **Initiating Structure**: Setting expectations and standards, structuring, scheduling and organizing work
Behavioral Approach to Leadership

Managerial Grid

1,9 pattern
“Country Club” Environment

9,9 pattern
Team Leadership

1,1 pattern
Impoverished Leadership

5,5 pattern
Middle-of-the-road Leadership

9,1 pattern
Task Management

INITIATING STRUCTURE
Concern for Production

CONSIDERATION
Concern for People
Behavioral Approach to Leadership

Empirical Support

• Support for behavioral approach
  – **Consideration** more strongly related to follower satisfaction (with job and leader) than follower motivation and leader effectiveness
  – **Initiating structure** more strongly related to follower motivation and leader effectiveness than follower satisfaction

• While this is useful, do you see any limitations?

Ethical/Authentic Leadership

• A leader may well fulfill relationships and accomplish objectives but who do we know if those successes are morally right?
• Difficult to answer, but one way to define ethical leadership is whether a leader’s observers perceive the leader as ethical
  – Difficulties
    • Idiocentric and self-serving biases
    • Retrospective rationality
  – Still, does this mean there is nothing ethical?
While the approaches thus far are important, is something missing?

- Emotions often underlie deep or exceptional leadership
- The Big Picture (the right task?)

Transformational leadership

- Transformational leadership *motivates* followers to strive toward higher goals or vision that transcend their immediate self-interests
- Transformational leaders...
  - Are charismatic
  - Present a positive, appealing vision of the future
  - Are seen as agents of change and innovation
  - Are courageous enough to stand behind vision
## Transformational Leadership Theory

### Global Support

<table>
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<th>Australia</th>
<th>Asia</th>
<th>Europe</th>
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<tr>
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<td>U. S.</td>
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<td><strong>Africa/Mid-East</strong></td>
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<td>Saudi Arabia</td>
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<tr>
<td></td>
<td>South Africa</td>
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</table>
Support Across Occupations

- School principals
- Marine commanders
- Methodist ministers
- Presidents of MBAA
- Middle managers
- Supervisors
- CEOs
- Junior naval officers
- Entrepreneurs
- Upper management
- VMI cadets
- White collar employees
- Union shop stewards
- School teachers
- Insurance sales reps
- Chambers of commerce
Transformational Leadership
Can Be Learned? A Study of Bank Managers

Transformational Leadership
Can Be Learned? A Study of Bank Managers

Transformational Leadership
Utility in Predicting Leader Satisfaction

You can predict subordinate satisfaction with leader 74% of the time based on leader’s transformational behavior.

<table>
<thead>
<tr>
<th>Transformational Leadership Score</th>
<th>Satisfaction with Leader</th>
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</thead>
<tbody>
<tr>
<td>Low</td>
<td>High</td>
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<tr>
<td>13%</td>
<td>42%</td>
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<tr>
<td>24/181</td>
<td>76/181</td>
</tr>
<tr>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>32%</td>
<td>13%</td>
</tr>
<tr>
<td>58/181</td>
<td>23/181</td>
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</table>
Vision

Core of Transformational Leadership

• Vision is nearly synonymous with inspiration
• Visionary leaders can be found in all levels of an organization

• Visionary leaders...
  – Attend to the future
  – Remain up to date with emerging trends
  – Focus on purpose and direction
  – Communicate a sense of where the entity will be over the long term
  – Set standards of excellence and high ideals

A Good Vision

Elements of Good Vision Statements

• Identifies values and beliefs
  – We provide our customers access to the world, and we will be an innovative, aggressive, ethical and successful competitor committed to profitability and superior customer service. Looking ahead, we will consider opportunities to expand through new routes and alliances. Delta

• Is idealistic or utopian
  – Our vision for our company is "people making history by making a difference"—leading the revolution in our industry by creating energy services that can change people’s lives for the better. We believe, if we can make a real difference for our stakeholders, history will take care of itself. Cinergy
A Good Vision

Elements of Good Vision Statements

• Is future oriented
  – Our company ranked by all measures as the best tire and rubber company in the world, and returning to our position as the industry's undisputed world leader by the end of the year 2000. **Goodyear**

• Is bold and ambitious
  – Excellence in electric energy services and related businesses. **Texas Utilities**

• Reflects uniqueness (is distinctive)
  – The best forest products company in the world. **Weyerhaeuser**

• Is well articulated and easily understood
Vision

How Does Vision Work?

• It capitalizes on two core motivational processes
  • Vision is a goal
  • Inspiration is energy

• It also provides structure and direction

• If effective, a vision communicates, elevates, unifies, and motivates toward a common end
Tips
Writing your Vision Statement

• Reflect on shared values
• Communicate high ideals and positive expectations
• Be distinctive

• May or may not include mission statement
  – Vision: Values, principles, overall goals
  – Mission: Specific goals, measurements

• Ultimately, this must be achieved by combination of top-down and bottom-up
GLOBE Project
Largest Leadership Study Ever Conducted

• Initiated by Wharton researcher Bob House
  – Now comprised of 170 researchers in 62 global societies over 11 years

• Studied leadership in 3 industries thought to exist across diverse nations
  – **Industries**: telecommunications, food, and banking
  – Initially based on “bottom up” interviews of 17,000 managers— independent of earlier transformational leadership studies
GLOBE Project
Universally Endorsed Leader Attributes

- Trustworthy
- Just
- Honest

- Foresight
- Plans ahead
- Encouraging
- Positive
- Dynamic
- Motive arouser
- Confidence builder
- Motivational

- Dependable
- Intelligent
- Decisive
- Effective bargainer
- Win-win problem solver
- Administratively skilled
- Communicative
- Informed
- Coordinator
- Team builder
- Excellence oriented

Albania, Argentina, Austria, Bolivia, Brazil, Canada, China, Columbia, Costa Rica, Czech Republic, Denmark, Ecuador, Egypt, El Salvador, England, Finland, Georgia, Germany, Greece, Guatemala, Hong Kong, Hungary, India, Indonesia, Iran, Ireland, Israel, Italy, Kuwait, Malaysia, Mexico, Morocco, Netherlands, New Zealand, Nicaragua, Nigeria, Philippines, Poland, Portugal, Qatar, Russia, Singapore, Slovenia, South Africa, Spain, Sweden, Switzerland, Taiwan, Turkey, Venezuela, Zambia, Zimbabwe
GLOBE Project

Largest Leadership Study Ever Conducted

• Did find support for some cultural variation
  – Charismatic/transformational leadership more important in Western nations

• However, also supported universality
  – Charismatic/transformational leadership the most important, or nearly so, in every nation
    • “A key finding is that all cultures saw this dimension as very substantially contributing to outstanding leadership.”
Charisma:

1. A special quality of leadership that captures the popular imagination and inspires unswerving allegiance and devotion
2. A person who has some divinely inspired gift, grace, or talent
3. Magnetic charm or appeal
Charisma and Presidential Greatness

Presidential Greatness (Historian-Rated)

Charisma (Researcher-Rated)

Wilson
Truman
T. Roosevelt
Reagan
LBJ
JFK
Clinton
Eisenhower
McKinley
Bush
Carter
Hoover
Taft
Coolidge
Harding
Nixon

56
Charisma at FedEx

#1 criteria for assessing leaders: Charisma

Instills faith, respect and trust. Has special gift of seeing what others need to consider. Conveys a strong sense of mission.

Score on measure of charismatic leadership in standard deviation units

Charisma

Contingent reward

Degree to which leader appropriately rewards and punishes followers

Top managers

Ordinary performers

0.58
0.35
0.01
0.01
Charisma

Role of Emotions

• One key element—arguably the key element—of charisma is emotions

• Why?
  – Emotional contagion
  – Emotions are “primitive” drivers
Charisma
Can You Change?

Charismatic Persona
- Optimistic language
- Passionate commitment
- Emotional expressiveness

Creating the Bond
- Regulate emotions
- Be a likeable person
- Engender trust and respect

Emotion Management
- Imagery
- Storytelling
- Sensory language

Charismatic Relationship Between Leader and Follower
Communicating with Charisma

• Frame your mission around intrinsically appealing goals and draw upon your values and beliefs in doing so

• When framing the goal, do so in terms of (a) the significance of the mission; (b) why it has arisen in the first place

• Employ more metaphors, analogies, and stories when speaking

• Allow your emotions to surface as you speak
Class #5
Section 6
Exercise: Bestbooks
Resolving Differences:

Fixed Pie Perceptions

• Assuming your interests and other party’s interests are opposed
  – 80% of negotiators have this perception
  – Leads to information availability errors (Pinkley, Griffith, & Northcraft, 1995)

• More prevalent in individualist cultures like U.S. due to focus on self (vs. other) interests (Gelfand & Christakopulou, 1999)

• Fixed pie perceptions made worse under high time pressure (De Dreu, 2003)

• Why is fixed pie perception a problem?
Resolving Differences:
Why Are Fixed Pie Perceptions A Problem?

• Fixed pie perceptions are “bad” because they bias
  – **Information search:** Fail to ask for information about other’s preferences because they assume they are in opposition
  – **Information processing:** Distort or ignore information about other’s preferences even when it is available

• Key: Differences aren’t always ‘bad’
Resolving Differences:
The Faults of Pie-Splitting

Your area is more, even though your share is less, in B than A.
Resolving Differences: Telltale Signs of Win-Win Potential

• Does negotiation contain more than one issue?
  – Allows for possibility of trading off to achieve joint gain
    • Though increased # issues results in lower negotiator satisfaction due to counterfactual thinking (Naquin, 2003)

• Can other issues be brought in?
  – Bring in issues that were not previously considered

• Can side deals be made?
  – Example: logrolling, etc.

• Do parties have different preferences across negotiation issues?
  – By definition this is win-win potential!
Pareto-Optimal

Utility for Party A vs Utility for Party B

Outcome more favorable to A
Outcome more favorable to B
Bestbooks / Paige Turner

Instructions

• Read instructions individually
  – 15 minutes only

• Break into dyads
  – See next slide for assignments

• Negotiate
  – 30 minutes only

• Turn in Final Agreement Settlement Form
  – Each person turn in signed form
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<th>Paige Turner Agent</th>
<th>Bestbooks Representative</th>
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**Cincinnati**
Class #5
Section 7
Break/Peer Evaluation Forms
1. Describe the Scanlon Plan from four perspectives -- that of the company, the managers, the union leaders, and the workers -- in terms of pros and cons. What are the understood goals of the Plan from each viewpoint? What are the understood pitfalls?

2. What are the three components of the Scanlon Plan? How well were each of these executed? Where were opportunities missed to capitalize on the framework?

3. Why do you think enthusiasm waned and dissatisfaction grew at Engstrom? Is the root the Scanlon plan, or what other factors do you see as directly impacting the workers’ experience? Could the situation have been avoided or do you see it as the natural life cycle of an initiative?

4. From your textbook reading, what do you see as the probable and/or potential impact factors of these formerly extrinsically satisfied but now dissatisfied workers on the future of Engstrom? What type of behaviors do you consider as likely to be linked to employees’ dissatisfaction with the Scanlon plan?

5. What could Bent have done in answer to the employees’ grievances about Scanlon? Be specific in your recommendations.

6. How may the Scanlon plan’s bonus calculations have been streamlined for better employee understanding and/or communicated in a more transparent manner to increase the perception of equitability?

7. Drawing from the textbook and class, what are your recommendations for motivating a workforce such as Engstrom’s? Do you feel employee incentive plans work, and are they enough? What value do you place on extrinsic versus intrinsic motivators?

8. One of the troubling aspects to the consideration of continuing the Scanlon Plan is the decrease in employee engagement as evidenced by fewer employee suggestions. Describe the pros and cons of the current suggestion plan process. Do you see anything in the structure or implementation of the current suggestion plan process that may explain the drop off in suggestion rates, from an OB perspective, or do you see the decrease as indicative of another company problem altogether?

9. How does this conflict with or support what we have learned from the text about the key drivers of job satisfaction? What does this suggest in terms of increasing job satisfaction?

Class #5
Section 8
Power and Influence
Leadership = Influencing Others

What Works and Why

- Several studies of actual influence attempts have studied this issue
- Analysis of 472 influence attempts from the perspective of leaders and 345 influence attempts from the perspective of followers
- Use of various tactics
  - **Rational appeal** ≅ 80% of influence attempts
  - **Pressure** ≅ 25% of influence attempts
  - **Inspirational appeal** ≤ 10% of influence attempts
  - **Consultation** ≤ 10% of influence attempts
Leadership=Influencing Others

Influence Tactics

Consultation
Seeks your participation and input; openness
  – I asked him to take those he felt most comfortable with

Coalition
Seeks aid of others or uses support of others as a reason
  – I used my association with a student whose father is well-known

Pressure
Uses demands, threats, control, or persistent reminders
  – My compensation was tied to the goal they set

Personal appeal
Appeals to your feelings of loyalty and friendship
  – I even tried asking her to try it just as a favor to me

Legitimating
Claiming authority or right; consistent with policies
  – It is in the contract that we have a meeting at that time
Inspirational appeal

Appealing to values, ideals, and aspirations or by increasing your confidence that you can do it

- He emphasized that personal interest is the major criteria in making a choice…. This offer reflects your interests
- I convinced them that it would improve their department
- You can take lots of responsibility right away

Rational appeal

Uses logical arguments and factual evidence to persuade

- My computer at home has a faster processor... he convinced me that the quality of work would be higher

Exchange

Offers an exchange of favors, indicates willingness to reciprocate, promises your share of benefits

- I would forego my yearly merit raise for the change in hours
Leadership = Influencing Others

Influence Tactics: What’s Used, What Works

- Most used
- Least used

- Most effective
- Least effective

- Pressure
- Coalition
- Personal appeal
- Ingratiation
- Transaction
- Rational appeal
- Consultation
- Inspirational appeal
We use least the tactics that work the best.

If power is the accumulation of influence, how do these results fit with what we know about the most important bases of power (expert, referent)?

Does this mean we should only use inspirational appeals?

How do these fit with the “dark side”? 
Class #5
Section 9
Case: Campbell & Bailyn
1. What are the major design features of the KAT plan?

2. Is the KAT plan a good reaction to an increasingly complex product line?

3. List the pros and cons of a plan where corporate staff evaluates regional salespeople’s performance (and thus compensation).

4. Does the specialization represented by the KAT plan represent an incentive to try harder, work harder? Or the reverse? Or is it neutral?

5. Were there other approaches besides the KAT plan that Winston could have pursued to address the challenges the organization faced?

6. How much involvement did Winston’s staff have in the creation of the KAT? The literature on employee involvement tends to suggest that we over-emphasize the benefits of involvement in decision-making. Do you agree? Why or why not?

7. How are Winston’s natural leadership capabilities a good fit or not for his new role? Do you see Winston as a potentially charismatic leader? Do you see him more as a transactional leader, or as a transformational leader?

8. In your experienced opinion, can generalists become specialists effectively (and vice versa)? What may Winston do as a leader to encourage his staff people who are changing roles?

9. What are the risks (for the company, for the Boston office, and for Winston) of Winston’s reorganization? What areas of leadership should Winston focus on to minimize the risks?

10. Evaluate the organization charts. What highlights and concerns do you have with the reporting arrangements and scope of work per capita?
Class #5
Section 10
Dark Side Feedback Reports
EMBA 60616:
Leadership and Decision-Making
Fall 2013

“Dark Side” Feedback Report
Machiavellianism, Narcissism, Self-Monitoring

Mach E. Velli

Professor Timothy A. Judge
August 17, 2013
The “Dark Side”

Importance and Meaning

• Not enough leadership research and practice focuses on “dark side” of leadership
  – Power
  – Influence
  – Manipulation

• Why is this the case?

• If great leaders operate without the regard for power, why do they have so much of it?
The “Dark Side”

Importance and Meaning

• Bright and dark sides are not always functional and dysfunctional
  – Every trait has counter effects
  – Examples
    • Conscientiousness and adaptation
    • Extraversion and impulsivity

• So is our understanding
  – Incomplete?
  – Idealistic?
The “Dark Side”

Traits

• **Machiavellianism**
  – Employment of cunning and duplicity to lead constituents towards a purpose that affords the leader usable political and social power

• **Narcissism**
  – “Self-love,” or the belief that one is uniquely special and entitled to praise and admiration

• **Self-monitoring**
  – Ability and motivation to control self-presentation
# Dark Side Traits

## Your Self-Reported Scores

<table>
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<tr>
<th>Trait</th>
<th>Raw Score</th>
<th>Population Norm</th>
<th>Class Norm</th>
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<tbody>
<tr>
<td>Machiavellianism</td>
<td>2.30</td>
<td>-36.73</td>
<td>-35.11</td>
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<tr>
<td>Narcissism</td>
<td>0.22</td>
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<td>-196.99</td>
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<td>Self-Monitoring</td>
<td>3.04</td>
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The “Dark Side”

Interpretation

• These do not indicate psychopathology!
• Any other limitations to these results?
• Are there times when we need our dark side?
The “Dark Side”

Interpretation

Every calling or profession has its own characteristic persona. It is easy to study these things nowadays, when the photographs of public personalities so frequently appear in the press. A certain kind of behaviour is forced on them by the world, and professional people endeavour to come up to these expectations. Only, the danger is that they become identical with their personas—the professor with his text-book, the tenor with his voice. Then the damage is done; henceforth he lives exclusively against the background of his own biography…One could say, with a little exaggeration, that the persona is that which in reality one is not, but which oneself as well as others think one is.

-- Carl Jung, 1940
Class #5

Section 11

Case: Thomas Green
1. What types of power do each of the people have, and how might each adjust the exercise of that power in seeking resolution to the spoken and unspoken conflicts between them?

2. What political behaviors is Thomas practicing that undermine his overall objectives?

3. Evaluate Frank Davis in terms of personality, motives, and political behavior. Do you think he is getting what he wants in the situation, or do you think he also has valid points about Thomas? What do you think about his approach to correcting work style issues with Thomas?

4. What are the possible underlying agendas of Frank and Shannon McDonald? Do you see hindrance or opportunity in studying the agendas and political behavior styles of managers, in your experience?

5. What changes, if any, would you recommend Shannon make to the organization chart to enable her rising star Thomas to perform well?

6. Evaluate the email exchanges. What do they reveal about Frank and Shannon? Does Shannon administer her role well, from what you can discern from the case?

7. How might Shannon actively work in the situation to maximize the performance and minimize the conflict between Thomas and Frank? Are there steps you would have recommended she take proactively since she understood there was a possible conflict from the start?

8. At the end of the case, Thomas considers his options going forward. What option do you think he should choose, and why?
Class #5
Section 12
Preview: Final In-Class Essay
Class #4

Section 13

Wrap-Up
Course Goals

Last Class

• Goals of the course
  – Know ourselves better
  – Understand others better
  – Address our weaknesses and leverage our strengths (PDP)

• Hopefully, the material and discussions have been useful in augmenting your own experiences
Understanding YOURSELF
Do you know yourself? Do others know you?
- Personality
- Values
- Attitudes

Managing/Leading OTHERS
- How do you lead and follow?
- Are there effective methods and models of leadership from which you can learn?
- How well do you understand the dark side of power and influence?

Deciding/Solving YOURSELF
What decisions do you make? How do you analyze and solve problems?
How can you better understand:
- Analytical tools to objectively evaluate decisions?
- Limits of rational decision-making?
- Cognitive biases so as to avoid "blind spots"?

Contributing to ORGANIZATION
- Do you leverage your skills effectively?
- How do you cooperate and conflict with others?

Living Well YOURSELF
- Can you formulate a plan to improve your ability to live a happy and productive life?

Understanding OTHERS
Do you understand others? Do others understand you?
- Personality
- Values
- Attitudes

Making Decisions ABOUT OTHERS
- How can you make more effective hiring decisions?
- How can you evaluating those decisions more effectively?

Motivating OTHERS
- Do you use the most effective means of motivating others?
- Are there ways to improve your motivations?

Deciding/Solving WITH OTHERS
- How can you better understand — and thus resist where appropriate — group pressure for conformity?
- How do you decide in group?
- How do you make the most of your group’s resources? Do you achieve synergy?
Learning Objectives

The 16 Takeaways: 1–4

1. Leading and managing is art and science
   • There are principles and methods by which we can lead, manage, and make decisions more effectively

2. The most under-appreciated skill in effective managers is analysis
   • Use metrics and rigorous analysis

3. Personality matters and yet has paradox
   • Understand yourself and others through knowing your personality; every bright(dark) side casts a shadow(light)

4. Biases dominate every decision
   • Learn the biases and how to recognize them in yourself and in others
Learning Objectives
The 16 Takeaways: 5–8

5. Individuals often make decisions based on needlessly limited information
   • Ensure that you have as full a picture of the ‘conceptual field’ as possible (it’s the foundation of the house)

6. The average group is not effective
   • Be a facilitator to get the most out of your group

7. Cooperation is a poor negotiation strategy
   • The best negotiators hold true to their interests

8. To negotiate effectively, one must first focus on interests rather than positions (yours and others)
   • First share information on your interests, and try to find out others’ interests—expand the pie before dividing it
Learning Objectives

The 16 Takeaways: 9–12

9. The most important people decisions (e.g., hiring) are poorly evaluated, if at all
   • Evaluate decisions using validity and utility

10. The best predictor of performance is IQ
    • Hire/promote employees using intelligence tests

11. Good motivators and decision-makers know the power of framing
    • In negotiating, motivating, and leading, use framing

12. The most effective leaders are seen as charismatic and transformational
    • Learn to be a visionary leader
13. The best motivator is setting very difficult goals
   • Set hard and specific goals for yourself and others

14. The two best influence tactics are the least used
   • Gain commitment through consultation, inspirational appeal

15. Far and away, the most important predictor of job satisfaction is... the work itself
   • Increase your – and others’ – job satisfaction by focusing on the intrinsic nature of the work itself

16. We spend too much of our time – and money – on things that don’t make us happy
   • Spend your time and resources on what matters most
Final Thoughts

Last Class

• Our relationship evolves but doesn’t end with the course

• Always happy to discuss doing research with your companies

• Please keep in touch!